natural English

featuring
teacher development
chapters

elementary teacher's book

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OXFORD

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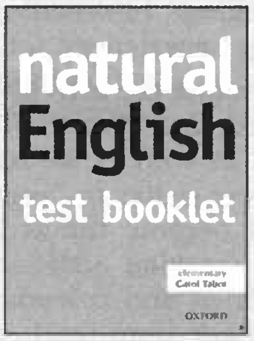
natural English website

www.oup.com/elt/teacher/naturalenglish

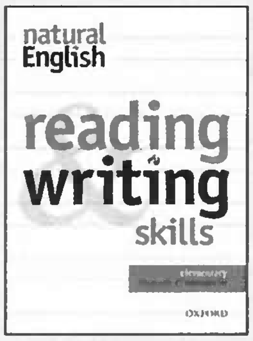
Extra class activities and resources and links to the student's site.

also available



test booklet

Unit-by-unit tests for grammar, vocabulary, and *natural English* plus seven skills tests. Common exam-style questions in 'exam focus' sections throughout.



reading & writing skills resource book

Complements the *natural English* reading and writing syllabuses.

- an extra reading lesson for every unit of the student's book
- material related to the student's book by topic
- develops real life reading and writing skills useful for work or study
- advice on text types and skills

introduction

how we wrote this course

Before we established the language syllabus for the elementary level of **natural English**, we wanted to be sure that what we set out to teach learners corresponded to what they actually needed to learn at this stage in their language development. So, instead of starting with a prescribed syllabus, we began by planning a series of communicative activities with certain criteria:

- they would have to be engaging, purposeful, and achievable
- they would need to stretch the limited resources of elementary learners
- they had to include different topics, and past and future time frames as well as the present
- they should cover a range of activity types (e.g. giving and exchanging information; service encounter role plays; sharing experiences; telling simple stories, etc.)

We then wrote the activities. Initially, we produced more than we needed, and after trialling, we eliminated those which did not work as well as we had hoped or overlapped with others which were richer in language or more successful. Those that remained became the activities which you will find in the **extended speaking** activities and **it's your turn!** sections in a much refined and reworked form, thanks to the learner data and feedback from teachers. Here are two examples from the elementary level:

you're going to:

collect ideas
talk about a café you know

prepare a menu
prepare and write a menu

role play
act out a situation in the café

you're going to:

collect ideas
talk about your town

prepare a survey
prepare a survey about your town

listen
listen to interviews about New York

do the survey
ask and answer in groups and pairs

compare answers
write your answers and compare with another pair

from elementary **student's book, unit 5** *p.45* and **unit 11** *p.93*

trialling and recording the activities

We asked teachers to use the material with their elementary classes, and record small groups doing the activities. We also piloted them ourselves with small groups. In all, we recorded over one hundred learners from at least a dozen different countries. In our earlier research (at intermediate and upper-intermediate levels) we had done a limited amount of piloting of native speakers doing the relevant activities, but at this level we didn't think it would be of great benefit. However, following on from our experience at the higher levels, we did pilot the activities with learners above the target level, so we recorded pre-intermediate level students as well.

analysing the learner data

After transcribing the recordings, we had a considerable amount of data at elementary level, but also data at the level just above elementary. As with the previous levels, the comparisons were fascinating, and knowing what could be achieved just above the target level was very informative in helping us to identify the most useful, relevant and achievable target language for elementary learners. At that point we were able to start writing the **student's book**.

To summarize, the development of the course involved the following stages:

1. devise the extended speaking activities / role plays for trialling
2. trial and record elementary and pre-intermediate learners
3. transcribe and analyse the data
4. select appropriate language for the syllabus
5. write the learning materials

what is natural English?

Throughout the course we have tried to identify language relevant to the needs of learners at each respective level. For the most part, that has meant the inclusion of high-frequency language used naturally by native speakers and proficient users of the language: if a word or phrase is used frequently, it is likely to be useful in a range of everyday communication.

However, not all language used naturally by native speakers is necessarily suitable for many foreign learners, and that includes some high-frequency language. Our own classroom experience has taught us that many learners find it difficult to incorporate highly idiomatic language into their own interlanguage, and a word or phrase which sounds very natural when used by a native speaker can have the opposite effect when used by an L2 learner – it sounds very unnatural. We have, therefore, tried to focus on language which is used naturally by native speakers or proficient speakers of the language, but also sounds natural when used by L2 learners. So, at this elementary level for example, we want learners to use high-frequency and relatively informal ways of thanking people such as *thanks* and *thanks a lot*; but we have not introduced the more colloquial phrases such as *cheers* or *ta*.

the natural English syllabus

How does anyone decide exactly what language will fulfil these criteria? It is, of course, highly subjective. As yet, there isn't a readily available core lexicon of phrases and collocations to teach elementary learners on the basis of frequency, let alone taking into account the question of which phrases might be most 'suitable' for learners at this level. Our strategy has been to use our own classroom knowledge and experience to interpret our data of elementary and pre-intermediate level language use, in conjunction with information from the *Longman Grammar of Spoken and Written English*, a range of ELT dictionaries and data from the British National Corpus and The Oxford Corpus Collection. In this way, we arrived at an appropriate language syllabus for elementary learners.

what else did we learn from the data?

These are some of the general findings to emerge from our data, which influenced the way we then produced the material.

level of confidence

Most learners at this level (but by no means all) lack the confidence to experiment with language. This showed up in the trialling with some learners treating communication activities as language drills. Of course, learners need controlled practice to help them to produce language accurately and more automatically, but they also need opportunities to use language freely – to develop fluency by thinking more about what they are saying than how they are saying it. For this reason, we felt that freer speaking activities were still relevant to this level, and we have included them throughout the book in **it's your turn!** at the end of every lesson, and **extended speaking** activities at the end of every unit (from unit three onwards).

When learners engage in genuine communication they will inevitably make mistakes. Throughout the notes in the **teacher's book**, we have tried to anticipate errors and minimize these, but at the same time we believe that mistakes are part of the learning process and should be viewed constructively in the classroom, i.e. what can we learn from them for future productive use?

length of turns

Throughout the data we saw evidence of very short turns (even shorter than at the pre-intermediate level). This is to be expected, but we have tried to extend utterances by building into activities a lot of planning and rehearsal time. In addition, we feel that structuring speaking activities is essential to ensure that learners have plenty to talk about. Listening models or teacher models which show students how they can develop topics are also instrumental in encouraging more output and longer turns.

listening and pronunciation

At this level, more than any other, we found that learners had difficulty understanding one another (particularly in multilingual classes). Apart from cultural misunderstandings, problems seemed to arise from two sources: poor comprehension skills on the part of the listener, and / or lack of intelligibility through poor pronunication on the speaker's part. We have addressed this issue throughout the elementary material, but with an extra focus (at the end of alternate units) in a new section called **help with pronunciation and listening.** See *p.9*.

grammar

Many elementary learners have 'studied' grammar such as the present and past simple, but it was clear that productive use is still exceedingly difficult. There was a lot of simplification throughout the data, and many learners at this level are only truly comfortable when operating in the present simple, and even then inaccurately. We also found that learners were uniformly poor at asking questions, and their use of modal verbs was almost non-existent.

In response you will find considerable attention is paid to all of these areas.

vocabulary

The most obvious shortcoming was the lack of familiarity with high-frequency phrases in a number of everyday situations. For example, we found that learners weren't able to ask about people's weekend (*How was your weekend?*), order food in a restaurant (*Could I have some more… / another…, please?*), reassure people (*don't worry*), etc. The language in the **natural English** boxes is the most obvious way we have tackled this shortcoming, but you will find a number of common lexical chunks throughout the **wordboosters** and other vocabulary development exercises.

how to use key features of natural English

- **natural English** boxes
- wordbooster
- staged listening
- help with pronunciation and listening
- test yourself!
- language reference and practice exercises
- reviews
- workbook
- teacher's book
- skills resource book
- test booklet

natural English boxes

Most of the **natural English boxes** consist of natural English phrases. They normally occur four times in each unit, with one or two boxes in each main section, and often one in the **wordbooster**.

what do the natural English boxes contain?

These boxes focus on important aspects of everyday language, some of which fall outside the traditional grammatical / lexical syllabus. They include:

- familiar functional exponents, e.g. suggesting and responding *(We could go to the cinema. Yeah, that's a good idea.)*
- communication strategies, e.g. asking for help *(Sorry, can you repeat that, please?)*
- high-frequency words in spoken English, e.g. *get, quite / very, mostly*
- common features of spoken English, e.g. vague language (*thing*), qualifying (*a bit*)
- lexical chunks, e.g. *Have a nice time, Anything else? What's the matter?*

The language here is presented in chunks, with each box containing a limited number of words or phrases to avoid memory overload. The words / phrases are practised on the spot, and then learners have the opportunity to use them later in freer activities, e.g. in **it's your turn!** or the **extended speaking** activity.

how to ... use the natural English boxes

These boxes have been positioned at a point within each cycle where they are going to be of immediate value, and most of the phrases are recorded to provide a pronunciation model. There is an instruction before each **natural English** box providing learners with a task to highlight the forms and / or focus on meaning, e.g. *Listen and complete the questions* or *Match the questions and answers (in the box)*. Beneath each box there is a controlled practice exercise to focus on pronunciation and consolidate meaning, and in many cases this is followed by a personalized practice activity. In the classroom, you could vary the presentation of the language in the following ways:

- If the target phrases have been recorded, you could ask learners to listen to them first. They could do this with books shut and treat it as a dictation, then compare their answers with the **student's book**; or they could listen and follow in the **student's book** at the same time, and then repeat from the recording or the model that you give them yourself.
- You can read the phrases aloud for learners to repeat; alternatively, you can ask individual learners to read them out as a way of presenting them.
- You can ask learners to read the box silently, then answer any queries they have, before you get them to say the phrases.
- You could write the phrases on the board or OHP for everyone to focus on. Then ask learners about any problems they have with meaning and form of the examples before practice.
- You could sometimes elicit the phrases before learners read them. For instance, ask them how they could ask for directions, or what they would say when offering food or drink. Write their suggestions on the board, and then let learners compare with the **natural English** box. In some cases learners will know some important phrases, but they may not be very accurate or know the most natural way to express these concepts.
- Once learners have practised the phrases, you could ask them to shut their **student's book** and write down the phrases they remember.
- If you have a weaker class, you might decide to focus on only one or two of the phrases for productive practice; for a stronger group, you may want to add one or two phrases of your own.
- For revision, you could tell learners they are going to be tested on the **natural English** boxes of the last two units you have done; they should revise them for homework. The next day, you can test them in a number of ways:
  - give them an error-spotting test
  - fill gaps in phrases or give stimuli which learners respond to
  - ask them to write two-line dialogues in pairs
- The **workbook** provides you with a number of consolidation and further practice exercises of **natural English** (and, of course, other language presented in the **student's book** – see below for more details).
- As the phrases are clearly very useful, you may want to put some of them on display in your classroom. You could also get learners to start a **natural English** and vocabulary notebook and record the phrases under headings as they learn them. You should decide together whether natural (rather than literal) translations would be a useful option for self-study.

Want to know more? Go to **how to ...** develop learner independence *p.153*

wordbooster

Wordbooster is a section in each unit devoted to vocabulary development. It is almost always divided into two parts, each one focussing on a different lexical area: at least one is topic-based, the other may also be topic-based or focus on collocation, e.g. verb + preposition, or verb + noun.

why wordbooster?

Throughout the other sections in each unit, you will find vocabulary input which is practised within the section. The **wordbooster** sections have two main aims:

- they present much of the key vocabulary that learners will need in the **how to...** lesson, and / or the **extended speaking** activity at the end of the unit.
- they also cover topic areas and linguistic areas which sometimes go beyond the immediate requirements of the fourteen units and so help to provide a more comprehensive vocabulary syllabus. The **wordbooster** section is designed to have a different feel from the other more interactive sections in the course, and it provides a change of pace and activity type.

how to ... use wordbooster

Each **wordbooster** will take approximately 30-45 minutes to complete, and it can be used flexibly.

- You don't need to do the whole **wordbooster** in one session. As it is divided into two sections, you can do one part in one lesson, and the other part in a later lesson. In other words, you can use this section to fit in with your own teaching timetable. For instance, if you have 15-20 minutes at the end of a lesson, you can do one of these sections.
- You can do some of it in class, and some of it can be done for homework.
- Encourage learners to record the language learnt in these sections in their **natural English** and vocabulary notebooks.

staged listening

In the **natural English** course, listening is a very important component in all four levels. Much of the recorded material is improvised, unscripted and delivered at natural speed, and where practical, this approach has also been adopted at elementary level. At the same time, there is a balance of scripted material as learners at this level adjust to the demands of natural, spoken English.

As with other levels of the course, we have included a three-phase listening section in each unit:

- **tune in**: a short extract from the beginning of the main listening. This gives learners the opportunity to tune in to the voices of the speakers and the content of the listening passage with a simple accompanying task.
- **listen carefully**: the main listening passage. Students hear the introduction (tune in) again, and then the rest of the passage, with a more detailed task.
- **listening challenge**: a further listening passage (either a continuation of the main listening, or a parallel listening passage) in which the listening tasks are less guided and more open.

how to ... use staged listening

- As the listening material has been staged in order to ease learners gently into the main listening and build their confidence, it is important to use **tune in** and **listen carefully** as in the student's book. However, **listening challenge** can sometimes be used at a later stage if it is not a continuation of **listen carefully**, e.g. in unit 7 (T**7.8**).
- At a certain point in the listening cycle, the **student's book** indicates the best point at which to go to the **tapescript** (*p.146 – p.156*). Following the tapescript after one or two attempts at listening is a valuable way for learners to decode the parts they haven't understood; it is not only very useful, but also a popular activity. You could encourage learners to make a note of new vocabulary from tapescripts, especially as the recordings are a source of natural, spoken English.

help with pronunciation and listening

This is a new section for elementary level.

Pronunciation sections aim to help learners improve their ability to produce mainly sounds and word stress more accurately. In some cases, the sounds may be isolated for teaching purposes, but in the exercises, the sounds are contextualized in sentences. As learners work through the material, they build up a knowledge of phonemic symbols, which are gradually incorporated within the rest of the material in the phonemic transcriptions of new vocabulary items. The activities are all short and self-contained.

Want to know more? Go to **how to ...** help learners with phonemic script in **natural English** intermediate **teacher's book** *pps.168–171.*

Each **listening** section aims to develop a particular listening subskill:

- asking for help if you don't understand
- listening for key words
- recognising weak forms
- predicting content
- understanding features of connected speech
- being an active listener

how to ... use help with pronunciation and listening

Each **help with pronunciation and listening** section will take approximately 30-45 minutes to complete.

- You don't need to do all of it in one session. As it is divided into two sections, you can do one part in one lesson, and the other part in a later lesson. In other words (as with **wordbooster**), you can use this section to fit in with your own teaching timetable. For instance, if you have 15-20 minutes at the end of a lesson, you can do one of these sections.
- Both sections recycle previously taught language, so it is advisable to use them where they are positioned in the course, although in most cases, it is possible to reverse the order of the two sections.
- As the students build up a knowledge of phonemic symbols, try to incorporate them in your own teaching, e.g use them to highlight difficult sounds in new vocabulary items. You can refer learners regularly to the phonemic chart at the back of the **student's book** *p.158* for further consolidation.
- At the beginnning of each listening section, there is a speech bubble which highlights the subskill learners are going to practise. These subskills have been described in very simple terms so that learners can understand them, and it is important to make them aware of the specific aim of each section.

Want to know more? Go to **how to...** help low-level learners with pronunciation *p.174*

test yourself!

Test yourself! is an end-of-unit test or revision activity enabling learners to assess their progress, and consider how they performed in the **extended speaking** activity. It is a short, easily administered test covering lexis, **natural English** phrases, and grammar from the unit in a standardized format:

- producing items within categories
- gap-fill
- correcting errors

how to ... use test yourself!

You can use it either before the **extended speaking** activity, for revision purposes, or as an end-of-unit test. You may want to give learners time to prepare for it, e.g. read through the unit for homework, or make it a more casual and informal revision activity. Make it clear to learners that their answers in the test should only include new language from the unit.

The test can be used in different ways:

- A formal test. Ask learners to complete it individually, and then collect in their answers to mark.
- An informal test. Ask learners to complete it individually, then go through the answers with the whole class.
- A more interactive test. Ask learners to complete it in pairs. Go through the answers with the class, or ask a pair to mark the answers of another pair.
- You could get learners to complete the test individually or in pairs, then they can check their answers by looking back through the unit. Asking learners to search for answers in this way may not give you as much feedback on their progress, but it may be more memorable for them as learners.
- You could give the test for homework. Learners can then use the unit material as they wish.

Refer learners back to the checklist of the language input at the beginning of the unit. They can then tick which areas they feel more confident in. This is an important way for you to discover which areas they feel they need to revise. You may still have **language reference** and **practice** exercises, **workbook** exercises, and **review** sections which you can use for this revision.

language reference and practice exercises

The **language reference** section contains more detailed explanations of the key grammar and lexical grammar in the units, plus a large bank of **practice exercises**, which have been included for two main reasons:

- they make the language reference much more engaging and interactive.
- they provide practice and consolidation which teachers and learners can use flexibly: within the lesson when the grammar is being taught, in a later lesson for revision purposes, or for self-study.

Most of the exercises are objective with a right-or-wrong answer, which makes them easy for you to administer.

how to ... use the language reference and practice exercises

- Use them when the need arises. If you always tell learners to read the **language reference** and do all the **practice exercises** within the lesson, you may have problems with pace and variety. Rather, use them at your discretion. If, for instance, you find that the learners need a little more practice than is provided in a grammar section, select the appropriate exercise (e.g. unit one, *be* positive and negative: do exercises 1.1 and 1.2 in **practice**). Areas of grammar are not equally easy or difficult for all nationalities. The **practice exercises** provide additional practice on all areas; you can select the ones which are most relevant to your learners.
- The **practice exercises** are ideal for self-study. Learners can read the explanations on the left, then cover them while they do the exercises on the right. Finally, they can look again at the explanations if necessary. You can give them the answers to these **practice exercises** which are at the end of this **teacher's book** *pps.181-183*.
- If learners write the answers in pencil or in a notebook, they will be able to re-use the exercises for revision. Some learners also benefit from writing their own language examples under the ones given in the **language reference**. They can also annotate, translate, etc.

reviews

Review sections occur at the end of every unit in the **student's book**. These activities revise the main grammar, vocabulary and **natural English**. Some of them can be done individually, but there is an interactive element in most, which is designed to help learners to consolidate their understanding and ability to use the language productively. They have not been constructed as objective tests.

how to ... use the review

You have several options:

- you could use the review sections as they occur, i.e. review each unit when you have completed it.
- you could use individual activities within a **review** section at different times, e.g. use a review grammar activity after you have completed the grammar section in the unit, but possibly save the **natural English** review activity for a later lesson.
- you could do some activities in class and set others for homework.

In other words, the **review** sections have been designed so that you can use them flexibly to fit in with your teaching programme.

workbook

The **workbook** recycles and consolidates vocabulary, grammar, and **natural English** from the **student's book**. It also provides language extension sections called **expand your grammar** and **expand your vocabulary** for stronger or more confident learners. These present and practise new material that learners have not met in the **student's book**. Another important feature of the **workbook** is the **say it!** sections, which encourage learners to rehearse language through promoted oral responses. There are two other regular features: **think back!** (revision prompts) and **write it!** (prompts for writing tasks). You can use the **workbook** for extra practice in class or set exercises for learners to do out of class time. The **with key** version allows learners to use the **workbook** autonomously.

teacher's book

This **teacher's book** is the product of our own teaching and teacher training experience combined with extensive research carried out by Oxford University Press into how teacher's books are used.

lesson plans

The teaching notes are presented as flexible lesson plans, which are easy to dip into and use at a glance. We talk you through each lesson, offering classroom management tips (**troubleshooting**), anticipating problems (**language point**), giving additional cultural information (**culture note**), and suggesting alternative ways of using or extending the material (**ideas plus**). In addition, each lesson plan provides you with the exercise keys, a summary of the lesson contents, and the estimated length of the lesson.

At the end of each teacher's book, there's a photocopiable wordlist of **natural English** phrases and vocabulary items for each unit of the **student's book**. This is a useful reference for you, and a clear, concise record for the learners, which they can annotate with explanations, translation, pronunciation, etc. and use for their own revision.

teacher development chapters

You'll find the teacher development chapters after the lesson plans, starting on *p.146*. These practical chapters encourage reflection on teaching principles and techniques. At elementary level the areas covered are:

- how to ... use the board *p.146*
- how to ... develop learner independence *p.153*
- how to ... communicate with low-level learners *p.160*
- how to ... select, organize, and present vocabulary at lower levels *p.167*
- how to ... help low-level learners with pronunciation *p.174*

The chapters are regularly cross-referenced from the lesson plans, but you can read them at any time and in any order.

Each chapter contains the following features:

- **think!** tasks for the reader with accompanying answer keys (see *p.146*)
- **try it out** boxes offering practical classroom ideas related to the topic of the chapter (*p.151*)
- **natural English student's book** extracts to illustrate specific points (see *p.165*)
- **follow-up** sections at the end of each chapter providing a short bibliography for further reading on the topic (see *p.166*).

This **teacher's book** also contains a photocopiable key to the **student's book language reference** section (*pps.181–183*).

For reference, a pronunciation chart on *p.14* shows the pronunciation syllabus across the elementary **student's book**.

skills resource book

what's in the reading and writing skills resource book?

The 64-page photocopiable resource book contains 14 reading lessons and 14 writing lessons, i.e. one reading lesson and one writing lesson for each unit of the elementary **student's book**, on a similar theme. Each lesson lasts between 30 and 60 minutes and is accompanied by easy-to-use teacher's notes.

The reading lessons are based around a range of authentic texts from website and newspaper articles to e-mails, recipes, and letters. The aim is to expose students to a number of different and accessible text types whilst giving practice in 'real world' reading skills. It includes the basic reading skills on a regular basis, but slightly more challenging ones are also introduced in the later units. Here are some of the skills you will find (the headings on the student's pages have been simplified for the level):

- predicting
- activating background knowledge
- reading for gist
- understanding the main points
- reading for specific information
- reading for details
- responding to the text

The writing lessons are based around model texts which students then analyse for relevant features of language and style. Students are helped with ideas and planning, and each lesson culminates in a **writing task** that can be done in class time or set for homework. Regular **spell check** boxes focus on key points as they arise in the model texts.

The writing lessons are divided into the following areas:

- how to ... write personal information
- how to ... write short messages
- how to ... write about likes and dislikes
- how to ... write about daily routines
- how to ... write a restaurant review
- how to ... write about a day out
- how to ... write about life events
- how to ... write directions
- how to ... write about places
- how to ... write about an experience
- how to ... write about transport in two places
- how to ... describe a picture
- how to ... write invitations
- how to ... write cards

In addition, students are encouraged to assess their own progress in reading and writing by using the **self-assessment** chart at the back of the book. There are also **vocabulary diaries** for students to keep a record of new words they have encountered in the reading and writing lessons.

The interleaved **teacher's notes** are set out in a simple grid with **answer keys** and **guidance notes** clearly visible at a glance. There is advice on particular text types and how to help students develop their reading and writing skills. The **ideas plus** boxes give suggestions on how to exploit the material further.

how to ... use the skills resource book

The **reading and writing skills resource book** is designed to be used in class to supplement the **natural English** elementary **student's book**. It can be used to build on and extend the reading and writing skills already covered in the **student's book**, or as a stand-alone reading and writing course. It is also intended that the elementary level will prepare students for the kinds of reading and writing skills that they may meet in the pre-intermediate, intermediate, and upper-intermediate **skills resource books**.

test booklet

The elementary **test booklet** provides photocopiable unit-by-unit tests for the grammar, vocabulary, and **natural English** syllabus, and skills tests for every two units at the back of the book. The skills tests cover reading, writing, speaking, and listening. The listening tests re-use the **student's book** material but exploit it using different tasks. 'Live' dictations are also provided if you wish to use listening material which will be entirely new to the students.

The **test booklet** also contains exam-style question types in regular **exam focus** sections. These appear at the end of each unit test and throughout the skills tests. The aim is to give students practice and confidence in tackling common exam-style questions. An answer key is provided at the back.

writing in natural English elementary

	student's book	skills resource book	
		how to ...	skills / tasks
unit one	write personal information *p.8*	write personal information *p.6*	read a letter, understand capital letters and full stops, complete a form, write about you, spell check **writing task:** a letter to a host family
unit two	write a note *p.20*	write short messages *p.10*	think about the topic, understand requests, organize sentences, spell check, make requests **writing task:** a message to a flatmate
unit three	write about your partner *p.29*	write about likes and dislikes *p.14*	think about you, read an e-mail, understand *and* and *but*, use commas, write about you, spell check **writing task:** an e-mail to a classmate
unit four	write about a member of your family *p.36*	write about daily routines *p.18*	think about the topic, spell check, write about daily routines, order sentences, order ideas, use your ideas **writing task:** an article about another person
unit five	write about what you have for breakfast *p.41*	write a restaurant review *p.22*	think about the topic, read a review, understand adjectives, understand *it*, spell check, use *because* **writing task:** a restaurant review
unit six	write a weblog *p.52*	write about a day out *p.26*	think about the topic, read a narrative, understand *because* and *so*, spell check, use punctuation **writing task:** an e-mail or letter to a friend about a day (or night) out
unit seven	write about somebody from your past *p.61*	write about life events *p.30*	think about the topic, spell check, understand an autobiography, order information, use articles **writing task:** a short autobiography
unit eight	write directions *p.68*	write directions *p.34*	understand directions, use punctuation, use prepositions, spell check, write directions **writing task:** directions to your house or flat for a classmate
unit nine	write an e-mail about a hotel *p.73*	write about places *p.38*	understand different texts, describe a place, use words that go together, use punctuation, spell check **writing task:** an e-mail to a friend describing two hotels
unit ten	write about a problem *p.84*	write about an experience *p.42*	understand a story, understand time markers, order a story, spell check, check for mistakes, talk about the topic **writing task:** a story about a special experience
unit eleven	write about a place *p.92*	write about transport in two places *p.46*	think about the topic, understand a description, understand *they*, spell check, make sentences, talk about the topic **writing task:** a short article describing and comparing transport in two places
unit twelve	write a telephone message *p.100*	describe a picture *p.50*	talk about the topic, describe a picture, spell check, use articles, write about a picture **writing task:** a description of a picture or photo
unit thirteen	fill in a form *p.105*	write invitations *p.54*	talk about the topic, understand invitations, use prepositions, understand replies, write sentences, spell check **writing task:** an invitation to a birthday celebration
unit fourteen	write cards *p.116*	write cards *p.56*	understand what the text is for, understand style, use set phrases, spell check, talk about the topic **writing task:** a thank you or congratulations card

pronunciation in natural English elementary

	student's book	**help with pronunciation and listening sections** (units: 1, 2, 4, 6, 8, 10, 12, 14)	
		pronunciation	**listening**
unit one	word stress *p.8* word stress *p.9* weak forms *p.11* *would you …?* /wʊd jə/ *p.12*	sounds (the alphabet) *p.13* /eɪ/, /iː/, and /e/	asking for help *p.13* intonation *p.13*
unit two	word stress *p.18* sentence stress *p.19* /ð/ *p.19*	word stress *p.21*	key words *p.21*
unit three	*do you …?* /djə/ *p.24* word stress *p.26*		
unit four	word stress *p.34* /ʌ/ *p.35* together /tə'geðə/ *p.36*	sounds /ð/, /θ/ *p.37*	weak forms *p.37*
unit five	sound / spelling problems, e.g. *sausages* /'sɒsɪdʒɪz/ *p.39* sounds /ɪ/, /iː/, /eɪ/, and /æ/ *p.42* *can* /kən/ and *can't* /kaːnt/ *p.43* *I'll* /aɪl/ *p.44*		
unit six	intonation *p.51* past tense endings with /ɪd/ *p.51*	sounds /ɔː/, /ɜː/, and /ɒ/ *p.53*	prediction (1) *p.53*
unit seven	word stress *p.58* *him* /hɪm/, *her* /hɜː/, *them* /ðem/ *p.59*		
unit eight	intonation *p.64* linking *p.67*	sounds /ʃ/, /tʃ/, and /dʒ/ *p.69*	prediction (2) *p.69*
unit nine	*Would you prefer?* /wʊd jə prɪfɜː/ *p.76*		
unit ten	sounds /aɪ/, /eɪ/, and /ɔː/ *p.79* sound / spelling problems, e.g thumb /θʌm/ *p.82* *I'll* /aɪl/ and *shall I …?* /ʃəlaɪ/ *p.84*	sounds and spelling /uː/, /ʌ/, and /ʊ/ *p.85*	connected speech *p.85*
unit eleven	*smaller* /smɔːlə/ *than* /ðən/ *p.87* word stress *p.90* *should* /ʃʊd/ *p.91* silent *t p.92*		
unit twelve	*mostly* /məʊsli/ *p.99*	consonant groups *p.101*	being an active listener *p.101*
unit thirteen	sentence stress *p.107* *Shall we?* /ʃəl wi/ *p.108*		
unit fourteen	contractions *p.112* intonation *p.113* word stress and intonation *p.115*	listening to a song *p.117*	linking *p.117*

extended speaking

During the **extended speaking** activity at the end of each unit, note down examples of …

- **good language use**

- **effective communication strategies**
  (turn-taking, interrupting, inviting others to speak, etc.)

- **learner errors**
  (vocabulary, grammar, pronunciation, etc.)

- **particular communication problems**

Make sure you allow time for feedback at the end of the lesson. You can use the notes you make above to praise effective language use and communication or, if necessary, to do some remedial work.

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one

in unit one ...

listening
how to ... say hello
p.16

wordbooster
countries and nationalities
numbers (1)
p.20

reading
questions, questions
p.22

help with pronunciation and listening
pronunciation: sounds the alphabet
listening: asking for help
p.24

test yourself!
p.25

review
p.25

wordlist
p.130

listening how to ... say hello

75–90 mins

- **introduce** yourself using **natural English** phrases
- **listen** to two people meeting for the first time
- **focus** on *be* positive and negative
- **learn and practise** jobs vocabulary
- **focus** on *a / an*
- **talk** to another student about yourself

lead-in

- If this is your first lesson with the class, you will probably start by introducing yourself and calling the register. The students won't remember many of the names (unless they already know each other), so the lead-in has a dual purpose: to present two natural ways of introducing oneself; and for students to find out the names of others in the group.
- Ask the class to look at the pictures and make sure that they understand that 2 people are meeting at the college for the first time. Play the recording for **exercise 1**. The task is very simple but students may not know *hi*. With a multilingual class, you can explain that *hi* is common in spoken English, especially among young people. If you have a monolingual group and you speak the learners' mother tongue, see the **troubleshooting** box on the right.
- Play the recording again (**exercise 2**) and elicit an accurate pronunciation model of *meet you*. Practise it before learners work with a partner. Students need to be aware at this very early stage that the way we say words in connected speech may be different from the way they are written down. See the **language point** on the right for ways of saying hello.
- While the students mingle in **exercise 3**, move round and monitor. In the early stages of an elementary course some learners may feel quite nervous, so it's important to give lots of praise and encouragement.

listen to this

- Put the students in pairs. See **troubleshooting** on the right.
- The students can probably deduce the answers to **exercise 1** from the pictures, but don't confirm their answers yet. Play the first part of recording **1.2** (**exercise 2**) and elicit the answer. The purpose of this short initial listening is so that the students can tune in to the voices of the speakers with a simple task. If they can, they will feel more confident about the whole conversation, especially as it begins by replaying the first part. In other words, learners are not suddenly exposed to a long passage with unfamiliar voices and an unknown topic.
- When you are ready, move on to **exercise 3**. The answers to **exercise 1** are not in the same order on the recording, so the students may need to listen twice.
- You will have to do recording **1.3** as the students need the information to talk about these people in the grammar section that follows. Before they listen, get them to read the sentences first. The names *Tim* and *Jim* may be unfamiliar, so show them how they are pronounced. Play the recording (**exercise 4**). Students can check in pairs while you monitor. If some answers are wrong, play the recording again. If not, go through them with the class.
- The last stage involves playing the recording while students look at the tapescript. We wouldn't recommend this until you have already exploited the recording for comprehension, but many students enjoy listening to and reading the tapescript, and it can help them to realize that words they recognize when written down may sound different in spoken English.

exercise 1
see **tapescript** *p.146*

exercise 2
meet you /ˈmiːt ju/

troubleshooting use of the mother tongue

During the course you will need to point out certain language as being either formal (generally used more in written English) or informal (generally used more in spoken English). Students need to be aware of this stylistic difference, and the words *formal* and *informal*. To explain this in English to elementary learners might be difficult, so this is an occasion when the use of the mother tongue is a sensible option. The difference between *hello* and *hi* is largely one of style – *hi* is more informal.

Want to know more? Go to **how to ...** communicate with low-level learners *p.160*

language point saying 'hello'

Even at elementary level, some learners may already know *how do you do?* or *how are you?* If so, you may need to explain that *how do you do?* is now reserved for quite formal situations. *How are you?* is the most common way of greeting people, but only when you already know them.

---

exercise 2
Paris

exercise 3
Marc is 21, a student, single.
Jennifer is from Canada, a teacher, married.

exercise 4
1 Tim
2 an English teacher
3 university
4 America

troubleshooting pair work in listening activities

If your class is not used to pair and group work, you may need to explain the purpose of it, in the mother tongue if necessary.

Pair and group work can be used in many different types of activity, and for different purposes. In listening activities, it can be used:

- **before listening**, e.g. to predict what might be said, to brainstorm vocabulary that might arise, to arouse interest in the topic through discussion or personalization, etc.
- **after listening**, e.g. once students have listened to a recording, they compare answers to a task with a partner. This can give them confidence before they give their answers more publicly in open class. You can monitor this stage to assess how well individuals have understood the recording, which will indicate to you whether they need to hear it again. After that, pair / group work can be used to practise the content of the listening (dialogue practice or role play), to give opinions on the topic, etc.

Want to know more? Go to pre-intermediate **teacher's book**, **how to ...** do pair and group work *p.146*

grammar *be*

- The students were exposed to *he's* (*he is*) in the previous exercise, but now they have to say it themselves in **exercise 1**. This is also their first exposure to phonemic script /hiːz/. Highlight the /iː/ sound and then model it in *he's*. You could then put the sentence on the board:

  Marc's from France, and he's ???

  Elicit a correct answer from the class then write it on the board. If you are confident the class understands, put them in pairs to write three more things about Marc, beginning *he's* .... If not, elicit one more answer from the class before the pairwork.
- Repeat the procedure for *she's* in **exercise 2**, but let the students write down all four things about Jennifer in pairs. Check the answers – ask a number of students to pronounce the correct answers as you check – then go on to **exercise 3**.
- As this is the first table for students to complete, you could do it from the board as a class. Use a different coloured pen (or chalk) for the different forms of *be* and elicit the answers from the class as you write it up. Collaborative work like this using the board is very good for class rapport.

Want to know more? Go to **how to** ... use the board *p.146*

- As you go through the table, point out that contracted forms are very common in spoken English, but say that contractions in positive short answers are not used (~~*Yes, I'm*~~ or ~~*Yes she's*~~). For the alternative negative forms, see **language point** on the right.
- You could do **exercise 4** round the class and then in pairs. It is important at this early stage that students are reinforcing correct answers when they work in pairs, and it will help their confidence to grow. For **exercise 5**, again model it first before the pairwork.
- **Exercise 6** is a continuation of the previous exercise, but this time students have to write the questions, which provides a change of pace.
- We have suggested two sentences for **exercise 7**, but you could increase it to four or five.
- Finally there is the **language reference** section. This contains not only a fuller explanation of the grammar the students have just studied, but also additional exercises.

Want to know more? Go to **language reference section** *p.130*

vocabulary jobs

- There are certain gender issues with this vocabulary. See **language point** on the right.
- Students can do **exercise 1** individually, then you can check the answers with the class. Point out that we need the indefinite article with the names of jobs, and if any of your learners are likely to make this mistake, write correct and incorrect examples on the board:

  I'm a teacher ✓ ~~*I'm teacher*~~

  The choice between *a* and *an* is in the next section, so don't worry about it at this stage.
- At the same time you can start to focus on the pronunciation. We have marked the stress on the first example. You can illustrate this by saying a word with the correct stress then saying it with the wrong stress. Make it absolutely clear which is right, then test your students to check they can hear the difference.
- Play the recording (**exercise 2**). At the end check the answers and drill the correct pronunciation. When they work in pairs in **exercise 3**, they have to put the words back into short sentences.
- Although the students haven't come to present simple questions yet, many will be familiar with the form, and you can teach the question *What do you do?* as a fixed phrase or vocabulary item. You can paraphrase the question as *What's your job?* If your students are still at school / college you could choose one student and ask him / her about the future. (Perhaps write a future year on the board.) Put a question mark by it and say *doctor? teacher? what?* Teach the question and answer *What do you want to be? I want to be a (doctor).* Some students will already know the name of their job in English; others will have to look them up in a bilingual dictionary or ask you for a translation.
- When they do **exercise 4**, it is possible that other students won't understand the name of the job they hear. What should the speaker do here? See **troubleshooting** on the right for a suggestion. At the end, you could add some of the new jobs to the board if you think they are useful.

exercise 1
Marc's from Paris, he's 21, he's a business student, and he's single.

exercise 2
Jennifer's from Toronto, she's a business teacher, and she's married.

exercise 3

I'm a teacher	**I'm not** a teacher
He's a doctor	
She's a student	**She isn't** a student

exercise 4
Jennifer isn't from Ottawa, she's from Toronto. She's a business teacher. She's from Canada. She isn't single, she's married.
Marc isn't from England, he's from France. He's a business student. Marc isn't married, he's single. He isn't 24, he's 21.
Tim's from America. Tim isn't a business teacher, he's an English teacher. He isn't from Toronto, he's from San Francisco.

exercise 5
1 Yes, he is
2 No, she isn't
3 No, he isn't
4 No, she isn't
5 Yes, she is
6 No, he isn't

language point form problems with *be*

You need to highlight these forms very clearly as there are common problems from L1 transfer, e.g. omitting the pronoun (~~is a teacher~~) or omitting the verb (~~she teacher~~). The other common error is mixing up the pronouns *he* and *she*. This error can persist for a long time with some students, so you may need to correct it quite firmly.

The **language reference** on *p.130* points out the two different ways of forming a negative in the third person (*he / she isn't* or *he's / she's not*). We have only included one form here, but you could highlight the alternative form. Both are common in spoken English.

---

exercise 1
1 a housewife
2 a shop assistant
3 a waiter
4 a lawyer
5 a businessman / woman
6 a journalist
7 an office worker
8 a police officer
9 an engineer
10 an actor

exercise 2
housewife, engineer, office worker, waiter, lawyer, police officer, businessman / woman, shop assistant, actor, journalist

language point gender in 'jobs'

Some jobs have the same word regardless of whether the job is performed by a man or woman, e.g. *lawyer* and *journalist*. Other jobs make a distinction between the sexes, e.g. *waiter / waitress*, *businessman / businesswoman*, or the more recent distinction between *housewife* and *house husband*. A third group have forms which may or may not denote the sex, e.g. an *actor* can be male or female but an *actress* can only be female; a *firefighter* can be male or female but *fireman* is only male. For the police there are three possibilities: *policeman*, *policewoman*, or *police officer*.

We have given just one form in most cases – the most common form – but you may wish to discuss this with your class, particularly if you teach in a country where the 'less' common form is actually more frequent, e.g. if 'waitresses' are much more common than 'waiters'.

troubleshooting unknown lexis

If student B doesn't understand student A's job, tell student A to try to explain it using gesture or paraphrase. They may struggle to do this with some jobs, but most low-level students have to deal with this problem at some stage, so it's not a bad idea to present them with this kind of challenge. With a monolingual group, we would also suggest you allow the use of translation as a last resort if paraphrase and gesture don't work.

grammar *a / an*

- Draw your students' attention to the *schwa* /ə/ with *a* and *an*. Model the sound to show them how these words are usually pronounced.
- Ask learners to do **exercise 1**. They may realize that the answer is already in the list of jobs vocabulary; if so, good for them. Check their understanding by asking for further examples (*office worker* and *journalist* are two from the list above, but they may come up with others, e.g. *an artist, a doctor*). This is a simplification of the rule governing the use of *a / an*. For more detail, see **language point** on the right. Do **exercise 2** for students to test their understanding of the rule, and the exercises in the **language reference** if you want further practice.

speaking it's your turn!

- While students complete **exercise 1**, monitor their writing to check their answers and spelling. Those still at school or university can put *student* in the 'job' category. You could also add a category about 'age'. It's a sensitive issue, but if you are sure it won't cause offence, you could include it. The pair practice is there to build their confidence.
- **Exercise 2** provides more practice but in a group of three the dynamic changes, with potentially more shifts in turn-taking between the individuals. Finally, in **exercise 3**, students have to move from first to third person for another shift in the type of practice. Note that students need to say *that's* ... and not *this is* ... as they are pointing somebody out and not introducing them. Do the **can you remember ...?** activity. See **troubleshooting** on the right.

wordbooster

30–45 mins

countries and nationalities

- Learners could complete the middle column in **exercise 1** in pairs, but tell them not to fill in the nationalities at this stage. Understanding is not usually a problem with the names of countries, but pronunciation is, so they can check by listening to recording **1.5** (**exercise 2**), which gives them a pronunciation model. Afterwards, give them a minute to repeat the words quietly to themselves (this is sometimes called a 'mumble drill'). You can move round and listen while they do this.
- They can do **exercise 3** together. Check their answers, then play the recording (**exercise 4**). This time the students underline the main stress. Check the answers.

Want to know more? Go to **test your partner** sections *p.22*

- Finally they can do **exercise 5**. We have included two more useful chunks of language which they can learn as fixed phrases (*I don't know* and *I'm not sure*); they may need them during the activity.
- For more work on the use of the definite article or zero article with the names of countries, see **workbook, expand your grammar**, *p.6*.

numbers (1)

- At this level learners can never have too much practice with numbers. They need to know them and use them, but also process them when they are spoken quickly. In **exercise 1** students have to do this with phone numbers, then practise them in **exercise 2**. For the pronunciation of 0 (zero), see **language point** on the right. The exercise also provides practice in contrastive stress as student B corrects a wrong number given by student A.
- The **natural English** box teaches another fixed phrase (*What's your phone / mobile number?*) along with the confirmation of the number (*Yeah / Yes that's it.*). This is very straightforward but learners are not always good at providing this type of response. After they complete the task (**exercise 3**), get them to stand up for **exercise 4** and move round the class. If they can't remember their number (phone or mobile), tell them to invent one. Monitor and help / correct where necessary.
- You could turn **exercise 5** into a race – the first pair to finish puts up their hands. The answers (**exercise 6**) are on a recording to provide further pronunciation models. For further practice see **ideas plus** on the right.

exercise 1
Put *an* before words that begin *a, e, i, o, u*, e.g. *actor, engineer*
Put *a* before all other letters, e.g. *waiter, teacher*

exercise 2
1 a 3 an 5 a 7 an
2 a 4 an 6 an 8 a

language point *a / an*

The choice between *a* and *an* depends on pronunciation rather than spelling. Thus:

- we can use *an* before a consonant if it is silent or pronounced as a vowel:
  an hour (silent 'h') *an MP* (the M is pronounced /em/)
- we can use *a* before 'u' when it is pronounced /juː/, or 'o' when it is pronounced /wʌ/
  a uniform *a university student* *a one-week stay*

can you remember …?
1 meet 3 an 5 thirty
2 from 4 do 6 isn't ('s not)

troubleshooting recycling

We have included a short **can you remember …?** activity at various points in each unit because elementary learners are inevitably exposed to a lot of new input each lesson, and it is easy to forget things in an unfamiliar language. This is another form of recycling in addition to the **extended speaking activities**, and **review** and **test yourself!** sections. These activities occur either at the beginning or end of a lesson. They could therefore serve as a warmer or a way of winding down, but provide you and the learners with a quick check on what they can remember from either the last lesson or the one just finished.

exercises 1, 2, 3, and 4

COUNTRY	E? A? SA?	NATIONALITY
France	E	French
Germany	E	German
Japan	A	Japanese
Spain	E	Spanish
Argentina	SA	Argentinian
China	A	Chinese
Italy	E	Italian
Brazil	SA	Brazilian
Thailand	A	Thai
Poland	E	Polish
Britain	E	British

exercise 5
1 She's Brazilian.
2 It's British.
3 He's Italian.
4 It's Chinese.
5 She's Japanese.
6 They're Argentinian.

exercise 1
see **tapescript** *p.146*

exercise 3
see **tapescript** *p.146*

exercise 6
see **tapescript** *p.146*

language point the number '0'

The number 0 is usually pronounced /əʊ/ in phone numbers in British English but *zero* in American English. British speakers normally use *zero* when they are talking about temperature, e.g. *ten degrees below zero*. In mathematics, the number 0 is usually written as *nought* /nɔːt/, 0.7 (*nought point seven*). However, if someone used *zero* in all of these contexts, they would be clearly understood.

ideas plus maths

Put about fifteen numbers on the board, then teach + (*and*) and – (*minus*). Students can then give each other little maths tests using the numbers, e.g. *What's fifteen and seven? Twenty-two.*

reading questions, questions

75–90 mins

- **revise** countries and nationalities
- **focus** on questions and answers with *be*
- **read** an e-mail
- **practise** asking how people are using **natural English** phrases
- **focus** on drinks vocabulary
- **offer and accept** drinks
- **role play** a conversation about your class

grammar questions with *be*

- **Can you remember** ...? provides some quick revision, and also ensures that students don't have their heads in their books to start the lesson. Make sure they shut their books or cover the **wordbooster** page opposite. Elicit an example first, then give pairs one minute. Check the answers at the end.
- Direct students to the first column of the table in **exercise 1**, and elicit the answer to the first question, i.e. *Are* you a new student? Students can compare answers or work together on this exercise.
- Play the recording to check the answers to **exercise 2**. Stop the tape after each one, elicit the missing words and write them on the board, or invite a stronger student who may appreciate the challenge, to ensure that the answers are absolutely clear to everyone. Encourage students to write the contractions for *is*; you could also remind them that contractions are normal in spoken English. However, we don't usually write the contraction for *are*.
- Give students a minute to think about their answers in **exercise 3**. If necessary, pre-teach *I don't know* and *I'm not sure*: see **troubleshooting** on the right.
- Before students work in pairs in **exercise 4**, see **troubleshooting** on the right. After **exercise 4**, do the **language reference** and **practice exercises** or set them for homework.

read on

- This first reading activity in the book is deliberately simple; students should be able to relate easily both to the content and the text type. For many learners (particularly those with Roman script), reading is more accessible than listening as they can process the text in their own time. Nevertheless, you don't want students to be reading in great detail, so the simple questions in **exercise 1** do not rely on a detailed understanding of the text. Give them about two minutes, and make clear that they only need to answer those two questions at this stage.
- **Exercise 2** focuses on word order in questions. Check answers as a class before students ask and answer in pairs. Check the answers to **exercise 3** at the end.
- The context continues in **exercise 4**, in which students listen intensively to the short dialogue. The language is likely to be familiar, although students do not always know *Fine, thanks* at this level. Focus on the pronunciation in **exercise 5** and drill the weak forms /ə/, /ənd/, or use the tape as a model if you don't feel confident about your own pronunciation. Students can mingle for **exercise 6** and practise the dialogue with lots of students, using their own names. See **ideas plus** on the right.

vocabulary drinks

- Go over the first example in **exercise 1** with the class, then give students time to work individually, or in pairs. Either go over the answers yourself, or you can use the recording in **exercise 2** both to check the answers and provide a pronunciation model. Make sure that students are stressing the phrases correctly, i.e. *mineral water*, not ~~*mineral*~~. See **ideas plus** on the right.
- The **test your partner** activity, which occurs throughout the course, gives you a chance to listen to pairs, monitor and correct, and gives them the opportunity to practise at their own pace. When students do it in pairs, make sure they both test and answer; don't let it go on too long.
- In **exercise 3** the students' main difficulty is likely to be with the pronunciation of *would you* (see **exercise 4**). For the pronunciation of /w/, get students to say /ʊ/, then /ʊd/, then round their lips at the beginning and say it. *Please* is not compulsory, but low-level learners will sound polite and friendly if they use it. Practise the conversations in short, class drills before students practise in pairs.

speaking it's your turn!

- This final activity gives students the opportunity to use the language studied in this lesson and the **wordbooster**. Make the context clear in **exercise 1**, perhaps using the name of a local café. Work through the flowchart together as a class, eliciting examples of what students might say at each stage. When students are ready, put them in pairs for **exercise 2**. During this stage, monitor the pairs quickly to check that they are on the right lines, then go back and monitor more carefully, noting down good examples of language use and any breakdown in communication. For **exercise 3**, they could stand up, find a new partner, and try the conversation without the book. At the end, some pairs act out their dialogues. Give praise for good language, and a little correction of errors. See **troubleshooting** on the right.

can you remember ...?
see *p.9*

exercise 1
see **tapescript** *p.146*

troubleshooting *I don't know / I'm not sure*

Ask the class how many students there are in the school – they will probably answer *I don't know*. Reinforce this with a gesture – in many cultures, a shrug and upturned hands conveys the meaning. Then ask a question they are more likely to have some idea about, e.g. how many teachers are there in the school: 5,15, or 25? Someone will probably say 'five, I think'; you can then ask, *Are you sure?* to which the answer will be 'no'. That way you can teach *I'm not sure*. Some nationalities will understand *I'm not certain* if you write it on the board.

troubleshooting demonstrating pair activities

Tell the class you are 'a new student' and let them ask you the questions. Invent your answers. Then students ask and answer in pairs. Tell them to swap so that they both ask the questions, and after the first time, suggest that the students answering the questions shut their books. After more practice, they can work with a new partner, and try again without their books.

---

exercise 1
1 her mother 2 Polly and Daniela

exercise 2
1 Why's she here?
2 What level's her English?
3 How many students are in her class?
4 Where are they from?
5 Who's her boyfriend?
6 Where's he from?

exercise 4
see **tapescript** *p.146*

exercise 5
how are you? /haʊə'juː/, / *and you* /ənjuː/.

ideas plus extending the **natural English** phrases

For some classes, the contents of the **natural English** box will be new, and they will have enough to work on. You may have a class who could be stretched further, in which case you could extend the phrases. You could ask students to think of different ways of saying some of the phrases and feed in new ones:

Hi / Hello;
How are you? / How are things?;
Fine / Great / I'm OK / Not bad;
And you? / How about you?;
Very well / Excellent

---

exercise 1
white wine (3) orange juice (2)
mineral water (1) black coffee (5)
tea with lemon (6) red wine (4)
diet coke (7) hot chocolate (8)

exercise 3
see **tapescript** *p.146*

exercise 1
Would you /wudjə/

ideas plus vocabulary notebooks

If you haven't done so already, you could suggest that students keep a notebook for vocabulary; a ring binder is useful because it allows new topics to be added or new vocabulary on existing topics. Allow time for students to copy down the drinks vocabulary, and add any extra information, e.g. a translation of new items, or highlighting the stressed syllables. You could highlight these on the board for the drinks vocabulary. You could suggest they start a new page for each topic, write a topic heading to make it easier to find, and leave space so that they can add new items as they learn them over time.

Want to know more? Go to **how to ...** develop learner independence (record keeping) *p.153*

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can you remember ...?
1 are; Fine / Very well
2 Would; please
3 Are; not

troubleshooting changing the level of challenge

You can adapt this type of activity to make it easier or more challenging with a very low-level class. For example, you can do the flowchart as a dialogue build. Elicit each line of dialogue, drill it, then elicit the response, drill it, practise the question and answer, and then elicit the next question, and so on. This is very controlled, but it may help if learners need a lot of support. Another controlled approach is to elicit the dialogue onto the board, with students practising as you go. At the end, rub out several words from each line. Students practise it until very few prompts are left on the board. At the other extreme, with a strong group, you could elicit some of the questions plus one or two responses, then let the students loose.

help with pronunciation and listening

30–45 mins

pronunciation sounds (the alphabet)

- Most learners have problems with certain letters. To some extent, this depends on their mother tongue, but many learners confuse E / I and J / G, and have problems with the individual letters H, R, Q, W, X, Y, and Z. In addition, the alphabet isn't necessarily the same in all Roman script languages, e.g. Greek does not have some of the same letters. If your students aren't familiar with the alphabet, use the recording in **exercise 1**, and spend plenty of time on it. Alternatively, write the letters on the board, ask students to call out letters, and focus on the ones that they make mistakes with.
- **Exercise 2** draws students' attention to the pronunciation of letters in same sound groups. Do an example together, e.g. /eɪ/, then put students in pairs to do the rest and monitor them.
- **Exercise 3** is the first time phonemic script has been introduced, so if students are unfamiliar with it, make it clear that this is a pronunciation system, and demonstrate that letters and sounds are not always the same in English. Write on the board some words they know (especially where the spelling is different), e.g. /eɪ/ say, Asia, Spain; /iː/ tea, coffee; /e/ engineer, boyfriend. Make sure students cover the coloured letters when they do the exercise. They will gradually learn the sounds during the course, and you can direct them to the alphabet with examples on *p.159* for future reference.
- Begin **exercise 4** by teaching and practising the question *How do you spell ...?* This will be essential classroom language in the future. Get different students to ask you the questions, then spell your answers while the class writes them down. At the end, write the answers on the board so that they can check their spelling. Then ask students to work in pairs on the same exercise. Make sure they only spell (and don't say the names first), and that they cannot see their partner's work. At the end, they both check the spellings. See **ideas plus** on the right for a spelling game.

Want to know more? Go to **how to ...** help low level learners with pronunciation (teaching phonemic script) *p.176*

exercise 3
/eɪ/ A, H, J, K /iː/ B, C, D, E, G, P, T, V /e/ F, L, M, N, S, X, Z /aɪ/ I, Y /ɑː/ R /juː/ Q, U, W /əʊ/ O

listening asking for help

- This section appears frequently in the student book, and aims to provide extra support: firstly to help learners with listening sub-skills, e.g. listening for key words in **unit 2**, *p.21*; secondly to help them with listening strategies, e.g. in this lesson, asking for help when they don't understand. Students often find listening very demanding, and it can help them tremendously to feel that they can ask to play a recording or part of it again, and it is important to let students know that it is perfectly all right to ask for this. Of course, you don't want a situation to arise where one learner wants to hear recordings again and again while the rest of the class switches off, so if you sense that is happening, tell the student that they can listen again in the break.
- Point out the 'Important!' comment: it explains the aim of the section, and contains useful advice. Once students have done the matching activity in **exercise 1**, use the recording to focus on *can* /kən/ and intonation in **exercises 2** and **3**, and provide time for controlled practice. See **ideas plus** on the right.
- Set the scene for the listening activity in **exercises 4** and **5** by focusing on the photo of Susannah and the receptionist at the college, then refer them to the form. You can either play the tape and monitor how they get on, or pause the tape to allow them time to write, but either way, students will probably need / want to listen again, so encourage them to use the language in the **natural English** box.
- Check the answers to **exercise 4**. Students can listen again at the end with the **tapescript** on *p.146*. For extra speaking practice, students could practise a similar conversation as a little role play. They could try to remember the receptionist's questions and interview each other, using the form as a template, and writing down the answers they are given.

exercise 1
picture 1: Sorry, can you play that again, please? picture 2: Sorry, can you repeat that, please?

exercise 2
/kən/

exercise 4
Suzannah Clarke; British; 27; 26, Cooper Rd, Oxford, OX4 6JQ; 565688

ideas plus spelling game

Before the lesson, write words on pieces of paper, one for each student; choose words they find hard to spell, or items you want to revise. In the lesson, put students into two teams, with half the board each and a board pen per team. Distribute the words, but don't let students say or show their word to anyone. Each team sends one student to the board (a scribe). One student spells a word for their scribe, who writes it up, then hands the pen to another team member. You can make it a race to introduce a bit of fun. When one team has spelled all the words correctly, they have won. You can do this with several teams with a large class, but put large sheets of paper on the wall.

ideas plus notice boards

Learners need quite a few survival phrases to help them with their learning in class.The phrases in the **natural English** box are very useful, and it is worth keeping a record of language like this displayed in your room for students to refer to. You can add from this page *'How do you spell ...?'* and you will also be able to teach and add other classroom language as time goes on:

How do you say ...? What does this word / X mean?

Where's the stress?

I don't understand that. Could you explain it again?

Encourage students to write the phrases in their vocabulary notebooks under 'classroom language'. They can add more phrases as they learn them.

test yourself!

Encourage learners to use **test yourself!** to think about their progress in a positive way as well as doing the test activities. At the end, tell them to look at the unit contents on *p.6* and tick the language they can use. This will reinforce their sense of achievement.

Want to know more? Go to the **introduction** on *p.9* for ways of using **test yourself!**

test your vocabulary

1 any six of these: housewife, engineer, office worker, waiter, lawyer, policeman, businessman / woman, shop assistant, actor, journalist
2 British, Japanese, Spanish, Polish, Brazilian, French
3 black coffee, mineral water, orange juice, red wine

gap-fill

1 meet 2 isn't 3 How; Fine 4 Would

error correction

1 I'm **an** engineer.
2 What's your **phone number?**
3 **I'm** not sure.
4 **Is he** a teacher?

one review

45 mins

Want to know more? Go to the **introduction** on *p.10* for ways of using the **review** section.

vocabulary countries and nationalities

- If you taught more countries in the **wordbooster** section, add the first two letters to the ones in **exercise 1**; you could write the letter pairs on the board. Explain the activity with a couple of examples, then monitor as students write their countries and nationalities.
- Demonstrate what to do in **exercise 2** by doing the activity with a student in front of the class. Monitor the pair work and correct any pronunciation errors.

vocabulary countries and nationalities

France / French, Japan / Japanese, Spain / Spanish, Argentina / Argentinian, Britain / British, Thailand / Thai, China / Chinese, Germany / German, Poland / Polish, Italy / Italian

grammar *be*

- Go over the first example, then give students time to work alone or in pairs. Go over the answers. Alternatively, write the words for each sentence on cards, cut them up and give each pair a jumbled sentence to a) rearrange and b) add a verb. Set a time limit of thirty seconds, then all the pairs pass the jumbled cards to the next pair.

grammar *be*

1 How many people **are** in your class?
2 **Are** you a new student?
3 **Is** Catherine married to David?
4 I**'m** not from Germany.
5 The class **isn't** in room two.
6 What**'s** your phone number?

natural English

- All the **natural English** exercises in the **review** sections are designed so that learners can check their answers by looking back at the **natural English** boxes in the unit. This encourages them to use their course book as a revision tool and resource.
- **Exercise 1** is a very straightforward, gap-fill exercise, and when students have finished it, demonstrate how they can check their answers in **exercise 2** by referring to the boxes on previous pages. Monitor the pair oral practice; students can try to memorize the dialogues together, then A can have their book open, read their part of the dialogue and B responds from memory.

numbers and the alphabet

- Before the lesson, write a list of random letters of the alphabet, and random numbers between 1 and 50. In class, demonstrate on the board what to do: draw a similar grid, and fill in some numbers and letters. Many students know the game, but clarify for those that don't that they have to listen and try to cross out one line (horizontal or vertical). Demonstrate this on the board if necessary. For **exercise 2**, read your list aloud, alternating between numbers and letters, giving students time to check their cards.
- Organize groups of four or five for **exercise 3** and appoint a 'teacher' in each group. Students draw up new grids, with different numbers and letters. Meanwhile the 'teacher' writes down the random numbers and letters as you did. Monitor the 'teachers' to check that they are pronouncing the letters correctly while playing the game.

two

in unit two ...

reading
have you got one?
p.26

wordbooster
personal things
adjectives (1)
p.28

listening
how to ... ask for things
p.30

help with pronunciation and listening
pronunciation: word stress
listening: information words
p.32

test yourself!
p.33

review
p.33

wordlist
p.131

reading have you got one?

75–90 mins

- **focus** on technology vocabulary
- **read and listen** to an advertisement for electrical products
- **focus** on *have got*
- **talk** about different things you've got
- **give** an opinion about products using **natural English** phrases

vocabulary technology

- You can go straight into **exercise 1** or see **ideas plus** on the right. Some of the vocabulary is international, and the advert itself will guide learners to the meaning of any new items through the visuals and written features of each product. The advert is largely based on an authentic text, and students will have to cope with some unknown vocabulary. However, most of it is incidental and should not impede their ability to carry out the tasks.
- Check the vocabulary answers, then focus more on the pronunciation (**exercise 2**). Highlight the pronunciation of abbreviations. The majority are pronounced letter by letter, with the main stress on the last letter, e.g. *TV* and *DVD*.

read on

- There are potentially one or two new words in the questions. We don't think they will create any difficulty for learners, but you could check the meaning, e.g. using gesture to explain *take a photo* and a board drawing for *TV screen*.
- As **exercise 1** involves scanning the text to find specific information, you could set a time limit to encourage students to do this rather than read word for word. With time limits, we feel the best strategy is to set a strict limit, e.g. two minutes, but then allow the limit to drift a little if nobody has quite finished. You can follow up the development of this skill with **ideas plus** on the right.
- **Exercise 2** has been recorded in the dramatic style that you often find on television or radio. It provides practice in picking out key information. Play it again if students are struggling, as numbers can cause receptive problems.
- **Exercises 3** and **4** focus on the word *thing(s)*, which is one of the most common nouns in English and invaluable to low-level learners as they can use it when they don't know the name of something, e.g. *Can you give me that thing? What's this thing?*

grammar *have got* (= *have*)

- If your learners already know *have*, tell them that *have* means the same as *have got*. As an alternative to **exercise 1**, you could take in several pictures. Hold one up and say, *I've got a* (e.g. *car*), then hold up another and say, *I haven't got a* (e.g. *boat*). Repeat both sentences, then elicit them to the board. See **language point** on the right.
- **Exercises 2** and **3** provide controlled practice in pairs and allow students to personalize the language. While students are writing their sentences for **exercise 3**, move round and help with any queries.
- **Exercise 4** consolidates the different forms of *have got*. Students can work alone or in pairs while you monitor. At the end, highlight that you don't use *got* in short answers (*Yes, I have ~~got~~ / No I haven't ~~got~~*).
- Before **exercise 5**, teach *make* as a noun: you could write *What make is it?* on the board. Direct the students back to the advert on *p.16* and say:

  This is a computer. What make is it? It's a SYNTAC. What make is this laptop? It's a ...

  If you restrict the examples to electrical goods, you can avoid the subtle distinctions between *make* (e.g. of *computer*) and *brand* (e.g. of *soap powder*).
- When students have completed **exercise 5**, they can check their answers by listening to recording **2.3** (**exercise 6**), then practise in a controlled way before they personalize the language by talking about products they own in **exercise 7**. For this stage, do a quick example with one student.

exercise 1

1 computer, 2 laptop, 3 printer, 4 digital camera, 5 mobile (phone), 6 CD player, 7 DVD player, 8 TV

ideas plus warmer

If you prefer to start with a warmer, you could choose a different electrical item yourself and take it into class, e.g. an MP3 player. Ask the students if they know what it is; if not, tell them and say something about it, e.g. you can store 80 / 1,000 songs on it, you can play it for eight hours, you use it a lot (on the bus, at the beach, etc.). Don't expect students to understand every word, but doing this, you will be able to provide them with a little simple listening.

---

exercise 1

1 The Tech Shop
2 €875
3 €800
4 no
5 yes
6 digital camera + mobile
7 66 cm
8 CD player + TV

exercise 2

1 printer – €100
2 digital camera – €95
3 mobile (phone) – €95
4 CD player – €20
5 TV – €500
6 DVD player – €60

exercise 4

see **tapescript** on *p.147*

ideas plus extending reading skills

The Internet is full of adverts similar to the one on *p.16* of the **student's book**, so if you wanted to provide more practice to develop the learners' ability to scan a text, you could set similar tasks around selected pages from either of these websites (both are well-known electrical retailers in Britain).

www.dixons.co.uk www.currys.co.uk

Want to know more about Internet lessons? Go to www.oup.com/elt/catalogue/teachersites/naturalenglish/weblinks/ne_websearches

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exercise 1

I've got; I haven't got

exercise 4

positive	negative	question
I've got	I **haven't** got	**Have** you got ...?
He / She's **got**	He / She **hasn't got**	**Has** he / she **got** ...?
We / They've **got**	We / They **haven't got**	**Have** we / they **got** ...?

exercise 5

see **tapescript** *p.147*

language point *have* and *have got*

For the examples in this lesson you could use either *have* or *have got*. We have chosen to focus on *have got* (rather than *have*) as it is the most common way of expressing possession and relationships in spoken English, although this is not used in exactly the same way in American English.

speaking it's your turn!

- Students have just personalized the target language by talking about the things they own; now they have an opportunity to express their opinion. In **exercise 1** they are introduced to the most common way of giving an opinion in English, i.e. using *think*. You may want to highlight the preposition in the question form, and the fact that we express the negative as *I don't think it's* ... rather than ~~*I think it's not*~~ ... . Once again, students are being exposed to present simple forms before they have studied the tense formally (it is the grammar focus of **units 3** and **4**), but we don't think it will cause any difficulty, and at this point learners can still learn the forms as items of vocabulary (not grammar). The plural form (*laptops*) is also used here. For more practice of plurals, see **workbook, expand your grammar**, *p.11*.
- After practising the sentences in **exercise 2**, give the students a couple of minutes to plan what to say. You could move round the class and help them. Put the students in small groups, and get one group to do a quick demonstration. If you are teaching a monolingual group and you speak their mother tongue, you could explain that this is an opportunity to exchange opinions and shouldn't just be viewed as a language exercise. In other words, students should feel free to express their opinions and disagree with others if they wish. While the groups are talking, move round and make notes for later feedback. Give lots of encouragement when you see learners really trying to experiment with the new language. They may find it difficult at this stage, but very satisfying if they feel able to express personal opinions in a new language.

wordbooster

30–45 mins

personal things

- When you have checked the answers to **exercise 1**, you can focus on the pronunciation (**exercise 2**). You could pause the recording and get students to repeat, or just let them listen and repeat quietly to themselves before drilling some of the difficult items around the class.
- **Exercise 3** provides controlled practice as well as recycling language from the previous lesson. For further practice see **ideas plus** on the right. For more office vocabulary, see **workbook, expand your vocabulary** *p.11*.

possessive *'s*

- The use of possessive *'s* sometimes falls within the grammar syllabus, but we have included it here as it can be practised very naturally. You will notice we have also included the most common mistake learners make with this structure. See **troubleshooting** on the right.
- Highlight the correct and incorrect forms on the board, drill the correct questions to practise the forms, and then let learners study the picture to find the answers to **exercise 1**. As they work in pairs in **exercise 2**, move round and monitor to make sure they are using the possessive *'s* correctly and pronouncing it clearly. For the memory game (**exercise 3**), make sure that students don't look back at *p.18*. At the end, see how many sentences each pair got right.

adjectives (1)

- When students have completed **exercises 1** and **2**, highlight the value of recording opposites together in their notebooks, and encourage them all to do it. In fact, they could make this a section in their notebooks where they record common opposites and synonyms – they can probably include one or two synonyms for *great* and *terrible* already.
- Students usually know a few colours at a very early stage, so **exercise 3** checks some common ones, plus several more they may not have encountered, e.g. *grey* or *pink*. It is very easy to practise these in future lessons by asking students to identify colours in the classroom.

exercise 1
see **tapescript** *p.147*

can you remember?
1 Have; haven't
2 Has; has
3 think; think

---

exercise 1
1 bag
2 rubber
3 dictionary
4 pen
5 keys
6 magazine
7 notebook
8 newspaper
9 travel card
10 pencil
11 piece of paper
12 coursebook
13 lighter
14 briefcase

ideas plus Kim's game

For this you need some examples of many of the objects in **exercise 1**, plus a few more objects that aren't there. Arrange them all on a large tray and put a cloth over it. Remove the cloth in front of the students and let them study the objects on the tray for one minute. Then put the cloth back. Students then have a further minute to write down the names of everything they can remember on the tray.

Please bear in mind that there is a further memory game in the next section; you may not want to play two memory games in one lesson.

---

exercise 1
1 next to her dictionary
2 yes
3 English
4 blue

troubleshooting displaying errors

Some teachers are still uneasy at seeing errors on the page or on the board, even when they are clearly crossed out. This may be a hangover from the behaviourist approach of the 1970s when everything possible was done to prevent students from uttering incorrect English. However, we think it is valid to show errors which we know from experience are highly likely to occur; and this example ~~*the pen of Paula*~~, is definitely one of those. Anticipating likely errors often has a strong resonance for many learners; and seeing how the structure is expressed in their own language also gives them a clear guide to meaning.

---

exercise 2
see **tapescript** *p.147*

exercise 3
(1) black, (2) white, (3) grey, (4) blue, (5) red, (6) pink, (7) green, (8) brown, (9) yellow, (10) silver

listening how to ... ask for things

60–75 mins

revise vocabulary

practise making requests using **natural English** phrases

focus on grammar: *this, that, these, those*

listen to a teacher giving instructions to a class

write notes to each other, making requests or asking for information

lead-in

- You can either do **can you remember ...?** as suggested, or look at **ideas plus** on the right.
- When we make requests, we either ask someone to do something, or we ask someone's permission to do something. You could begin by making one or two requests of students in the class, with gestures, e.g. *Emilio, can I look at your notebook, please?* Then play the recording, and go over the answers. Demonstrate the verb *borrow* by asking to borrow a student's pen. (At this stage avoid teaching *lend*.)
- This is the first time students have focused on sentence stress, so in **exercise 2**, exaggerate the stress and highlight that *can* and *at* are weak. Drill the questions and answers.
- Model and practise the pronunciation of the vocabulary items in the pictures in **exercise 3** and demonstrate *turn on / off* using classroom objects. Then ask students to complete the gaps. Check their answers, then practise the questions and answers across the class.
- Students extend their practice of requests using prompts in **exercise 4**. Do one or two with the class, then let them work in pairs, and monitor / correct them. Where possible, they should do the action, e.g. hand over their rubber. You could teach other suitable requests, e.g. *open / close the blind / curtain*.

grammar *this, that, these, those*

- You could start by acting out with a student in front of the class. Stand next to him / her, point to his / her bag and ask, *Is this your bag?* (Yes.) Then point to something further away, and ask *Is that* (*Miguel's*) *dictionary?* (Yes.) Show with a gesture that *this* refers to something near you, and *that* something further away. Do the same for the plurals. Then go on to **exercise 1**.
- Check **exercise 2** carefully, and drill the questions, focusing especially on *this* /ðɪs / and *these* /ðiːz/.
- The table in **exercise 4** checks the forms, and then students practise again as a check of the concepts / forms in **exercise 5**. Monitor this pairwork carefully and correct any errors.
- For **exercise 6**, demonstrate what to do, reminding them about possessive *'s*. Make sure that there are enough things on the tables to talk about. See **ideas plus** on the right.

listen to this

- The task in **exercise 1** tests learners' ability to discriminate between similar-sounding sentences. These also form part of the longer passage in **listen carefully**, so learners are getting some support before they listen. Play recording **2.10** and let students compare their answers to **exercise 2**. Monitor and if you see any wrong answers, play it again.
- **Exercise 3** is a further listening based round teacher talk, this time from the end of the lesson. After checking the answer, let learners listen with the tapescript. As the listening task involves 'homework', this may be a good time to discuss the subject with the class. See **troubleshooting** on the right.
- The **natural English** box contains four valuable high-frequency phrases which students can learn without analysing them grammatically. The focus of **exercise 4** is on the omission of sounds in connected speech which can create listening problems. If learners aren't aware of the elision of the 't' here, they may not realize that the phrases are negative. It's not essential for learners to produce the same elision when they are speaking, but they will need to recognize it receptively. Play the recording several times so that learners can hear the phrases spoken naturally before practising them.
- The game in **exercise 5** should give learners an opportunity to use some of the **natural English** phrases. Monitor and make notes in the pairwork. A strong class could make up their own questions.

writing

- The messages in this section revise language from this unit, and students also become familiar with a simple text type (messages) and proofreading. See **ideas plus** on the right. It provides a framework for a writing game. Tell students what to do in **exercise 1** and monitor. Go over the answers on the board, as students may not pick up all the errors by listening to the feedback.
- For **exercise 2**, students work alone. If you prefer, they can prepare different notes in pairs, and then swap them. You can extend the topics to include some general knowledge questions as practised in the **listening challenge** pairwork activity, or they can make any requests from earlier in the lesson. If they produce different types of message (e.g. *Would you like a coffee after the lesson?*), so much the better. Manage the time and ensure that everyone is either writing or responding to a note.

can you remember ...?
see *p.18*

exercise 1
see **tapescript** *p.147*

exercise 3
1 fan
2 window / door
3 radiator
4 light

ideas plus pictionary

For this activity, you could include vocabulary from the **wordbooster** and the electrical products from the first lesson. Divide the class into two teams, and say you are going to draw things on the board. Start to draw, and the first person to shout out the correct answer from either team gets a point. Draw two or three items quickly, e.g. *a pencil*, *a lighter*, *a laptop*, and don't spend more than five or ten seconds on each one. Students can shout out as soon as they think they know what it is. Don't worry if you aren't a great artist; it will show students that they can play the game without great ability.

Put students in small groups with a set of prompt cards face down (names of objects, or any other drawable items they know). Students take turns to take a card and draw the object; the student who guesses first (and pronounces it accurately) wins a point. Monitor to correct pronunciation and help where necessary.

---

exercise 1
1 this
2 that
3 those
4 these

exercise 2
/ðɪs/, /ðæt/, /ðiːz/, /ðəʊz/

exercise 4

singular	plural
this pen	**these** pens
that phone	**those** phones

ideas plus vocabulary extension

This might be a good point to feed in any new vocabulary items needed, e.g. *folder*, *ruler*, *pencil sharpener*, etc. Monitor and praise their efforts. An alternative would be to tell students to put several of their things in the middle of the room, and then everyone stands with a partner and tries to guess who owns each object.

---

exercise 1
1 I haven't got my book.
2 What page is it?
3 I haven't got a pen.

exercise 2
1 Brazil
2 What's the capital of Brazil?
3 yes
4 27

exercise 3
Finish the questions in exercise 9. Read pages 45–55 on Argentina.

exercise 4
no

exercise 5

Student A
1 Asuncion
2 Ukraine
3 a computer
4 dictionary
5 *it depends*
6 things

Student B
1 Lima
2 Poland
3 CD player
4 businessman
5 *it depends*
6 students

troubleshooting homework

The amount of homework that students do will depend on the type of class it is, the age of the students, the time available, and other factors too. We think learners can benefit hugely from studying between lessons, but you need to consult with the group about the time they think they can devote to homework as well as the type of homework they like doing. (It's a good idea to start with tasks your students will enjoy.) If they are able to buy the **workbook**, this will provide them with a wide range of relevant tasks to consolidate their learning, and in some places to extend their learning.

To find out more about homework tasks, go to **how to** ... develop learner independence *p.153*.

---

exercise 1

André
I've got some difficult French homework this weekend.
Can I borrow your French / English dictionary, please?
Thanks, Caroline

Olga
What's the school phone number? I can't remember.
Yuri

can you remember ...?
these; those

ideas plus proofreading

This writing activity is a first introduction to proofreading, focusing on punctuation and capitalization. To encourage your learners to proofread their homework before handing it in, give them two minutes alone to read their work and see if they can spot any errors. Proofreading can also be done in pairs (i.e. checking their partner's written work); this can be very productive, but it is wise to do this when students know each other quite well, and be careful that no one is too negative or takes offence. It helps to give students something concrete to look for, e.g. spelling, third person *'s*, punctuation, etc.

help with pronunciation and listening

30–45 mins

pronunciation word stress

- For **exercise 1**, either use the recording or your own voice as a model to highlight the five different word stress patterns. If necessary, exaggerate the stressed syllables. Then, either go on to the sorting activity in **exercise 2**, or use the word stress game in **ideas plus** on the right. After the game, ask students to rearrange the words into the stress patterns as in the table.
- The vocabulary items are then practised in context in **exercise 3**. Either use the recording or your own voice, or if you prefer, see if students can produce the sentences naturally without a model. If you do this, you may need to correct or 'mould' their sentence until it sounds more natural; then other learners can repeat it. Try to use students who are close to the target sounds as models.

exercise 2

Oo	oO	Ooo	oOo	ooO
listen	repeat	Italy	remember	engineer
answer	complete	interesting	computer	understand
English	pronounce	difficult	expensive	Japanese
practise				
question				

listening information words

- Begin by pointing out the 'important!' comment, and demonstrate the meaning of *louder*, e.g. read the 'important' sentence, exaggerating the volume of the information words. You could do the same with one or two other sentences from earlier in the unit, e.g. in a **natural English** box. Then give students time to read the text in **exercise 1**. They should be able to guess what it is quite quickly from the contextual clues.
- Explain that the information words in the first paragraph have been underlined, and you could then play that part of the recording (**exercise 2**) so that students can hear that the underlined words are louder (i.e. more strongly emphasized). Then play the second part and tell students to underline the louder words. Go over the answers at the end: write up the sentences on the board and elicit which words should be underlined.
- **Exercise 3** provides more practice in identifying key words. This time, a woman is talking about a different object and students have to listen and choose the words she uses. Play the recording two or three times if necessary, and monitor their answers as they listen and tick. Check the answers to this and **exercise 4**. It would be worth letting students listen again to the second recording with the tapescript as suggested; answer any queries at the end.

exercise 1
a laptop

exercise 2
It was very expensive, but I use it every day. I can write letters on it and send e-mails and I can look up things on the Internet.

exercise 3
at home, big / small, black, turn it on, turn it off, watch, evening

exercise 4
a television

two review

45 mins

Want to know more? Go to the **introduction** on *p.10* for ways of using the **review** section.

vocabulary personal things

- Students should be able to complete this crossword quickly and by doing it with a partner they will get oral practice as well, e.g. asking each other how to spell words, or correcting spelling. Be ready to teach *How do you spell / write ...?* If you like, set this up as a race: who can finish fastest?

vocabulary personal things
1 CD player
2 printer
3 briefcase
4 lighter
5 magazine
6 coursebook
7 notebook
8 bag
9 camera
10 key

vocabulary adjectives (1)

- Pair students up for **exercise 1**, then tell them to look at their respective pages, but not look at each other's page. Give them a minute to write the opposites of their adjectives, then read their answers out: they will be able to check each other's answers.
- Demonstrate what to do for **exercise 2**. Each pair needs to look at both sets of adjectives and decide which they can use with the nouns, e.g. *film*: *interesting, boring, great,* or *terrible*. Monitor the pairs as they work, then at the end, go over the answers with the class.

vocabulary adjectives
1 cheap / expensive; noisy / quiet; difficult / easy; safe / dangerous; hot / cold; early / late; interesting / boring; great / terrible
2 possible answers
interesting / boring / great / terrible **film**; hot / cold **water**; difficult / easy **exercise**; safe / dangerous / noisy / quiet **street**; cheap / expensive **watch**; interesting / boring / great / terrible **book**; noisy / quiet / great / terrible **party**; early / late **train**

grammar questions and answers

- The dialogues in **exercise 1** revise language from different parts of the unit: asking for things, *have got*, possessive *'s*, and vocabulary. The first part is a simple check of understanding: tell students to look at the pictures first, play the first dialogue and ask which picture it relates to. Then play the rest of the recording and check the answers at the end.
- **Exercise 2** is a dictation. Play each dialogue, but pause it and allow enough time for students to write; replay the questions as necessary. They can compare with a partner after each dialogue, or at the end. Go over the answers, and then move on to **exercise 3**, which is a memory exercise. Students can check their answers in the **tapescript** *p.147*.

grammar questions and answers
see **tapescript** *p.147*

natural English

- When students give the answers to **exercise 1**, listen out for pronunciation (e.g. weak forms) as well as word order problems.

ideas plus word stress game

Before the lesson, write all the vocabulary items in **exercises 1** and **2** on separate flashcards. Stick them on the board randomly with blutak. Put learners into three teams, each with a different coloured boardpen. One member from each group goes to the board and marks the stress on any word (e.g. with a box above the stressed syllable), then hands the pen to the next member of their team to mark the stress on any other word. The winning team is the one who marks the stress correctly on the highest number of words. At the end, tell them if any words are incorrectly stressed, and see if the team can correct them.

Want to know more? Go to **how to ...** use the board *p.146*

test yourself!

test your vocabulary
1 TV, mobile (phone), printer, computer, CD player, laptop
2 rubber, newspaper, dictionary, briefcase, lighter, travel card, notebook
3 easy, dangerous, late, noisy, cheap

gap-fill
1 borrow
2 here
3 got
4 haven't

correct the errors
1 I **don't** think it's necessary.
2 David's book
3 I **don't** remember.
4 Are **these** your keys?

three

in unit three ...

listening
you and me
p.34

wordbooster
telling the time
leisure activities
p.36

reading
how to ... talk about likes and dislikes
p.38

extended speaking
how active are you?
p.40

test yourself!
p.41

review
p.41

wordlist
p.132

listening you and me

75–90 mins

focus on noun groups

focus on present simple and *wh-* questions

listen to an interview about transport

talk about your own transport survey

vocabulary noun groups

- You could start from the board. Write *Towns and villages are places where we ...* and see if anyone can provide the correct verb to finish the sentence. Students can them complete the rest of **exercise 1** in pairs. For an alternative way of doing the activity, see **ideas plus** on the right.
- The recording (**exercise 2**) allows students to check their answers but is largely there to provide a pronunciation model, as some of the words are difficult to pronounce, especially in the plural form, e.g. *place* /pleɪs/ and *places* /ˈpleɪsɪz/. For **exercise 3**, you could pause the recording after each key word and get the students to repeat it several times before **test your partner**.

grammar present simple

- The sentences in the table are very important: they illustrate the grammar, present a number of valuable lexical phrases, e.g. *stay at home, take the bus, study English at university,* and are the basis for all the controlled practice in this section. Give students time to read through the list and ask you questions before they do **exercise 1**. Note that *a lot* and *a lot of* are previewed here but highlighted more substantially in the **natural English** box that follows.
- Students will be studying the negative form later, so make it very clear they should only read 'true' sentences to their partner in **exercise 2**. You could demonstrate this by writing the first section about homes on the board, then ask one of the students to come out and tick the appropriate sentences as you say the ones that are true for you. While students work in pairs, move round and monitor.
- The listening in **exercise 3** will familiarize the students even more with the list of sentences as well as providing listening practice.
- After students have listened and completed the **natural English** box for **exercise 4**, highlight the structure on the board:

  VERB + *a lot*
  a lot of + NOUN

  These structures are not only very high frequency in spoken English, they also avoid the problem of whether the noun is uncountable or countable (with *much* and *many*).
- Put the example of the negative form in **exercise 5** on the board. If necessary, add a second example and practise the pronunciation with the class. Students could first say some of their negative sentences to the class and then tell a partner. See **language point** on the right.
- The final part of this section focuses on questions. Play recording **3.4** (**exercise 6**) and elicit the pronunciation of *do you*. After some controlled practice, students can then consolidate the different grammar forms by completing the table in **exercise 7**.
- **Exercise 8** returns to the table once again as learners interview each other on the complete list of questions. Try to mix the pairs so that learners are with a partner they don't know very well. Demonstrate first with a confident student before the pairwork. If you want more controlled practice, you can go straight to the **language reference** and **practice exercises**, but we suggest you give learners a break from the grammar and return to it later. For an alternative activity see **ideas plus** on the right.

exercises 1 and **2**
see **tapescript** *p.148*

exercise 3
/ˈvɪlɪdʒɪz/; /ˈpleɪsɪz/; /ˈbʌsɪz/; /ˈɒfɪsɪz/; /ˈfæktrɪz/; /ˈhaʊzɪz/

ideas plus words on card

Instead of using the book, put the words and phrases from **exercise 1** on pieces of card – one colour for the individual words in columns 1 and 2, and another colour for the phrases in column 3. Make enough sets for students to work in pairs or groups of three, then let them sort out the cards into correct sentences.

---

exercise 3
Jonathan: live in a town, work in an office, drive to work, listen to music

exercise 4
see **tapescript** *p.148*

exercise 6
/dju/

exercise 7
PRESENT SIMPLE

positive	negative
I / You **speak** Spanish.	I **don't speak** Japanese.
We / They **live** in a town.	We **don't live** in a village.

questions	short answers
Do you **speak** English?	Yes, I **do**.
Do they **live** in a flat?	No, they **don't**.

language point present simple

The need for the auxiliary *do* in the negative and interrogative forms of the present simple is a problem for a number of nationalities. These mistakes are common:

~~*I no speak English*~~

~~*You speak English?*~~ (spoken with rising intonation)

These errors can be quite persistent as a result of L1 transfer, and in the next lesson learners will also meet the third person forms.

ideas plus use of the mother tongue

This is only suitable with a monolingual group. Put the students in pairs and ask them to write five sentences in the present simple, including affirmative, negative, and interrogative. For example:

I don't walk to school, I drive.

Do you work in the centre of town?

The pairs then pass their sentences to another pair, who have to translate them into their mother tongue on a separate sheet of paper. This piece of paper is then passed to a third pair who have to translate them into English. The third pair then compare their sentences with the ones written by the first pair. Are they identical? If not, who has translated incorrectly?

This idea is based on one from Shelagh Deller and is quoted in full in the chapter **how to** ... communicate with low-level learners *p.160*.

listen to this

- First, look at **troubleshooting** on the right, then do **exercise 1**. Students will hear this first part again in **listen carefully** and this should help them with **exercise 2**.
- **Exercise 3** is a continuation of the same interview. When students have answered the questions, they can listen with the **tapescript**, which will also help them with the **natural English** box in **exercise 4**. This is the first time we have focused on *get* (with the meaning *to reach* or *arrive at* a place), but you could point out that students will encounter it many times during the course with at least four or five different meanings. It is one of the most common verbs in spoken English, although far less common in more formal written English. You can also explain that learners have two possible and equally acceptable ways of answering the question, i.e. using a prepositional phrase (e.g. *by car*) or a verb (e.g. *I drive*).
- Let them mingle freely for **exercise 5** to get as much practice as possible.

grammar *wh-* questions

- Students could complete **exercise 1** individually then check in pairs. With a monolingual group you could test their understanding by asking for a translation of each question word.
- **Exercise 2** provides controlled practice, which students will need as they are going to personalize the questions in a freer way later. Check they are forming the contraction of *do you* /dʒə/ correctly. Use the **language reference** and **practice exercises** now, or set them for homework.
- Learners can do **exercise 3** in pairs. This is the basis for their own transport survey, so you could get them to make a grid in their notebooks where they can write in answers for different students.

speaking it's your turn!

- Students don't need to write their answers for **exercise 1**, but the next activity will work more effectively if they can reproduce the questions without constantly looking at their notes. You could, therefore, give them a couple of minutes to try and memorize the questions.
- Monitor **exercise 2** and make notes for feedback. See **ideas plus** on the right.

wordbooster

30–45 mins

telling the time

- Some elementary students know how to tell the time in English, although some times are hard to say (any that occur after 'half past', and times with odd minutes, e.g. 10.07). See **troubleshooting** on the right.
- You could quickly revise the time on the board using digital times, e.g. 2.00; 3.15; 4.30, etc. to check what students know, or go straight into **exercise 1** as a diagnostic activity, done alone or in pairs.
- Go over the answers either yourself or using the recording in **exercise 2**, and practise the times. The **natural English** box in **exercise 3**, *Have you got the time?* is a polite way to ask a stranger the time. You can point out that *Excuse me* is the correct way to attract a stranger's attention (you could act this out as a mime). Many students think that it is more polite to say *Sir?* or *Madam?* to attract attention, but in British English the listener would find it strange. Drill the question and answer.
- In **exercise 4** students cover the words and use them as prompts to practise the dialogues.
- For **exercise 5**, ask pairs to sit facing each other, and go to their respective pages. They first complete three clock faces alone, then they take turns dictating their six times to each other. Demonstrate an example with the class (i.e. you say a time, a student writes it down digitally – 4.50.) Monitor the pair work and correct where necessary. At the end, students check their answers together.

leisure activities

- Any choice of activities is rather arbitrary, so when learners have completed **exercises 1** and **2**, elicit any other activities they do in their own country and put them on the board, e.g. baseball or flower arranging in Japan. This vocabulary is practised again the next lesson in the context of likes and dislikes. In the oral practice stage, check that students are saying the *-ing* form correctly.

exercise 1
26, BA2

exercise 2
NAME: Andrew Roberts
ADDRESS: **26** Kipling Avenue, Bath, **BA2** 4PH
JOB: history **teacher**
WORK ADDRESS: King Edward **School**, North Road
TRANSPORT: **car**
REASON: buses are terrible
DISTANCE: **three** miles
LEAVE HOME AT **8.00**
GET TO WORK AT **8.15**

exercise 3
Yes. Saturday morning supermarket, Sunday morning football, cinema in the evening

troubleshooting preparing to listen

When low-level learners are listening, they shouldn't have to read very much at the same time, otherwise the demands of one skill will interfere with the other. For this reason, you need to make the context very clear, e.g. use the picture, and give them plenty of time to read the form and ask any questions they have about content. You should also point out the **glossary**. When they are really familiar with the categories and content, you can move into the listening.

---

exercise 1
2 What
3 Where
4 How
5 How far
6 When
7 When
8 Why

exercise 3
1 Where do you live?
2 How do you get to school?
3 How far is it?
4 When do you leave home?
5 When do you get to school?
6 Is transport cheap or expensive?

---

can you remember ...?
1 live
2 work
3 take
4 go
5 listen
6 go

ideas plus

You could put some of the results on the board, e.g. the most common way of getting to class; the furthest distance anyone has to travel; the longest journey (in time); the cheapest / most expensive journey, etc. Do the results show that it is easy for most learners to get to class, or is it difficult?

---

exercise 1
see **tapescript** *p.148*

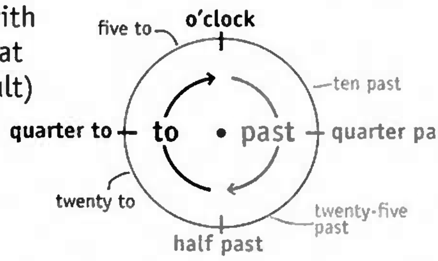
exercise 3
see **tapescript** *p.148*

troubleshooting teaching the time

If your students have never learnt how to tell the time in English, try to get a large clock (e.g. from a toy shop). A simple, step-by-step approach is as follows:

- teach and practise (*one / two*, etc.) *o'clock*
- teach *quarter past; half past* and practise with a range of hours
- teach *five / ten / twenty / twenty-five past* and practise with a range of hours
- start with *quarter past six*, and contrast it with *quarter to seven* – practise different times with *quarter past* and *quarter to* (bear in mind that *twenty / quarter to* the hour are more difficult)
- teach *five / ten / twenty / twenty-five to ...*

You can clarify this with a board diagram:



---

exercise 1
1 travelling
2 skiing
3 computer games
4 cooking
5 going to the gym
6 driving
7 dancing
8 swimming
9 shopping
10 sightseeing

reading how to ... talk about likes and dislikes

60–75 mins

- **talk about** likes and dislikes using **natural English** phrases
- **grammar** present simple with *he / she*
- **read** a text about people who work for a sandwich company
- **talk** about someone who works in another country

lead-in

- The **natural English** box in the lead-in introduces learners to two modifiers: *really* and *quite*. These will allow them to talk about their likes / dislikes in a more subtle way. You could start with the recording as suggested in **exercise 1** or for more local colour, make up your own sentences using the names of cafés they know. Put the names on the board, and say something about each one, e.g. *I really like Café Carlo, I quite like da Gianni, I don't like* ..., etc. Intonation and facial expression can help with meaning, and you can add a 'marking code' such as ticks or smiley faces to show the degree of likes / dislikes next to each one. Then ask if they can remember your sentences, and write them next to the prompts. Provide controlled practice and get students to give opinions.
- Before the practice activity in **exercise 2**, highlight the *-ing* forms in the examples by writing them on the board in a different colour or underlining them. During practice, correct errors with the verb form, e.g. *I quite like ~~cook~~*. Do some examples in class using the **wordbooster** pictures, then students can practise in pairs. For further practice, see **ideas plus** on the right.

grammar present simple with *he / she*

- To introduce the third person singular, focus students on the sentences in **exercise 1**. You could also use some examples from the previous activity and put these on the board, e.g. *Markus likes swimming, but he doesn't like going to the gym.* Ask the same question: why *likes / doesn't like*, not *like / don't like?* Drill the sentences, and elicit a sentence about a female student, too. See **troubleshooting** on the right.
- Explain what to do in **exercise 2**, but don't tell the students the answers about yourself at this stage or you will remove the guessing element. Monitor the writing activity, correcting only grammatical errors. When pairs are ready, they can work with another pair (**exercise 3**).
- For **exercise 4**, elicit questions so that students can check their anwers. You can then complete the table in **exercise 5** together. It's worth checking that students have filled the table in correctly.
- **Exercise 6** provides students with personalized practice in third person questions and short answers, so set it up carefully by eliciting some questions and answers from the group. Highlight the weak form of *does* /dəz/ in the question form. If students go beyond the prompts in **exercise 2**, so much the better. At the end, leave a little time for students to check the answers to their questions. Remember to use the **language reference** and **practice exercises** *p.133* now or later.

read on

- At the beginning, you could ask students if they would like to live and work in London or any other city abroad. What job would they like to do? This would lead into the topic of the text which is based on a large UK sandwich bar chain. **Exercise 1** checks understanding of the introduction, reformulating the information in simpler syntax. Check the answers, then move on to the gist task in **exercise 2**.
- **Exercise 3** provides further practice with the present simple, third person singular. When you go over the answers, you could write the full answers on the board, e.g. *Suzette lives with her family*. Rub out all the verbs, put students in pairs with their books shut and ask them to try and remember all the sentences. **Exercise 4** simply focuses on the preposition *in* in time expressions.

speaking it's your turn!

- Now it is the students' turn to talk about someone they know. Most people know someone (a friend, relation, etc.) who lives abroad, or in another city. You could describe someone you know (keeping it simple, of course) following the questions in **exercise 1** as a model. Give students a couple of moments to think of someone, then ask for a show of hands to check that they have done so. If they haven't thought of anyone, don't worry. There should be enough people in the class to start the speaking activity.
- Ask for a volunteer to be interviewed by you, using the questions in **exercise 1**. Do your best to encourage them to speak as much as possible, and ask simple follow-up questions to keep it going. Then get students on their feet talking about their friends. Monitor and encourage them to talk to different people.
- At the end, ask one or two students to say something to the class about their friend / family member (choose a strong student). Give students some positive feedback, and put a few language examples that you collected on the board for praise or correction. See **ideas plus** on the right.

exercise 1
see **tapescript** *p.148*

ideas plus further practice

Students are usually happy to talk about their likes and dislikes, and certainly need accuracy practice. For more practice (either at this point, or as a revision activity later) draw a table on the board with five categories: sport, free time, places, music, actors. Students copy the table, and then write two things in each category which they *really like / quite like / don't like / hate*. For example, under music, you could write *playing the guitar* and *Celine Dion*. Don't write or say what you think of these. Students complete their tables, then tell each other in small groups about their likes and dislikes, e.g. *I really like playing the guitar. I don't like Celine Dion.* Encourage them to say *Me too!* if they agree.

---

exercise 1
We say ***likes*** / ***doesn't** like* for the third person:
he, she, or *it.*

exercise 5
present simple *he / she / it*

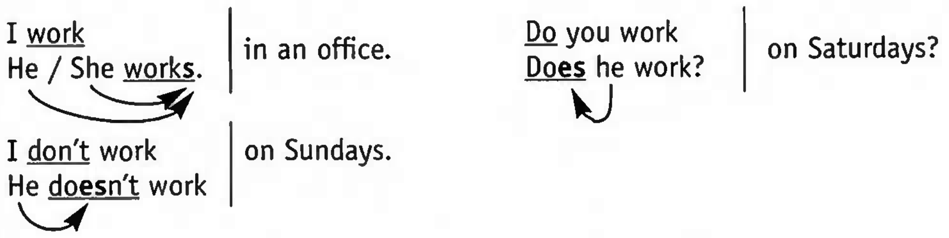
positive
He / She **speaks** Thai.

negative
He / She **doesn't speak** Thai.

questions and short answers
Does he / she **speak** Thai?
Yes, he / she **does**.
No, he / she **doesn't**.

troubleshooting using the board

The present simple usually causes no problems of concept, but students do make a lot of mistakes with form. You can use your board to highlight form relationships like this:


I work
He / She works. | in an office.
Do you work
Does he work? | on Saturdays?
I don't work
He doesn't work | on Sundays.

Highlight the *s* or *es* in a different colour so that students can see how it occurs throughout the third person forms.

---

exercise 1
a 29　b 2　c 17

exercise 2
Suzette Langland

exercise 3
1 lives
2 makes
3 doesn't work
4 wants
5 doesn't like
6 wants
7 studies
8 wants

exercise 4
in

---

can you remember ...?
Do; Does; likes / hates; doesn't

ideas plus writing

Put students in groups of three or four. They invent a place where they all work together in an English-speaking country, e.g. a hotel in New York. Each person then writes a short personal profile for themselves, saying their name, why they are there, what they want to do (as in the sandwich bar text). Go round and help students as they write; pair up students from different groups to work together if you prefer. When they have finished, they look together at the other two or three profiles in their group and give feedback (e.g. what they like or think is funny). You could get them to turn their work into a noticeboard display for others to look at.

extended speaking how active are you?

45+ mins

collect ideas complete a questionnaire

listen to people talking about the questionnaire

interview a partner

write about your partner

- It is important at the beginning of this activity to let learners read the boxes at the top of the page which tell them what they are going to do in the lesson, or tell them yourself. This will enable them to get the whole picture. You should also give them time to look back at the **can you remember ...?** boxes which appear in the unit.

collect ideas

- You may need to pre-teach *active*. Write it on the board and next to it *not active*. Jump up and down and point to 'active'; sit with your feet up and point to 'not active'. This is fairly simplistic but should be adequate to convey the basic message.
- While pairs are doing **exercise 1**, make sure they don't start filling in the final section at this point. Check the answers carefully as the questions are the basis for their later interview, then let students complete **exercise 2** individually (using dictionaries if necessary) while you move round and help where necessary – some learners will need particular items of vocabulary.
- **Exercise 3** is a 'dry run' and should help to give learners confidence for the later interview.

exercise 1
watch TV, listen to music, shopping, drive, play tennis, swimming

listen

- Play recording **3.11** for **exercise 4**. Students should be able to answer the gist questions quite easily but might need to listen more carefully to complete **exercise 5**. At the end, students could look at the **tapescript**, which gives them a model of how to develop their interview.

exercise 4
They talk about watching TV, going shopping, and playing football.

exercise 5
see **tapescript** *p.148*

interview

- The recording above should now help the students with **exercise 6**, but you could provide more examples on the board and move round and offer further assistance if necessary. Encourage learners to use a range of *wh-* question words: if they can think of more than one for each *yes* answer, so much the better.
- During the interview (**exercise 7**), help if necessary, but generally adopt a low profile and position yourself in the room where you can hear most of the pairs, then move to a different position. Make notes for later feedback, and give particular praise to students who really used the interview for genuine communication. At the end have a show of hands: who is very active, quite active, not very active?

writing

- There are exercises on link words in **workbook**, **expand your grammar** *p.18*. They will help the students with this particular writing activity, as it involves linking together three or four pieces of information.

three review

45 mins

grammar present simple

- Check the students all understand *contraction* before they do **exercise 1**. This exercise revises the present simple, *have got* and *be*. Monitor students as they work alone to help you assess their progress and to see who needs extra help or clarification. This will be useful when you go over the answers; use the board for extra clarity.
- **Exercise 2** is a writing exercise as students have already talked about friends living in different places earlier in the unit. Encourage students to use the text as a model, and help with any queries they have. At the end, they could swap their pieces of writing and do some peer-correction

grammar present simple

1 've (have)
2 is
3 's / is
4 speaks
5 're
6 live
7 works
8 wants
9 doesn't
10 likes

---

vocabulary noun groups and leisure activities

- You could do this activity as a race in pairs. Encourage students to think about their reasons in order to expand their speaking time and practice.

vocabulary noun groups and leisure activities

a *water* is a drink.
b *transport* is a topic.
c *flat* isn't a drink.
d *office* is a building.
e *house* is a place where you live.
f *dancing* isn't a game.

---

natural English

- Students could write the sentences out, and then compare with the **natural English** boxes.

telling the time

- The recording puts the times in context, so students will need to listen selectively to the short conversations. Replay the recording in **exercise 1** as necessary, and pause it to allow time for students to draw the times.
- **Exercise 2** is a 'test your partner' type drill. Demonstrate what to do with another student, then monitor the pair work.

telling the time

2 nine thirty / half past nine
3 six thirty / half past six
4 quarter past seven / seven fifteen
5 eleven fifteen / quarter past eleven
6 quarter to eight / seven forty-five

test yourself!

test your vocabulary

1 office and factory (places where we work), rice and bread (things we eat), bus and train (forms of transport), flat and house (types of home).
2 six thirty / half past six,
eight fifteen / quarter past eight,
nine forty-five / quarter to ten,
ten fifty / ten to eleven
3 shopping, **sw**imming, **sk**iing, **tr**avelling

gap-fill

1 lot
2 at
3 does
4 really

correct the errors

1 I play **a lot of** football.
2 How do you **get** to school?
3 Excuse me, have you got the **time**?
4 **Does** he speak German?

four

in unit four ...

reading
habits
p.42

wordbooster
days, months, and seasons
time phrases with prepositions
p.44

listening
how to ... talk about your family
p.46

help with pronunciation and listening
pronunciation: sounds /ð/ and /θ/
listening: weak forms
p.48

test yourself!
p.49

review
p.49

wordlist
p.133

reading habits

75–90 mins

focus on daily routines vocabulary

focus on present simple with frequency adverbs

read a survey of people's reading habits

listen to some people describe their routine

talk about daily routines

talk about their own reading habits and find out who reads most

vocabulary daily routines

- You could start by pre-teaching / checking the meaning of the items in the table, e.g. look at the pictures and match them with the phrases. Alternatively, you could mime some of the actions and elicit the phrases. Ask pairs to order the phrases in **exercise 1**. See **language point** on the right.
- Some variations are possible in the answers, e.g. some people get up and read the paper; some have breakfast when they get to school / work, etc. Make it clear that different answers are acceptable.
- The listening activity provides consolidation of the vocabulary, but also leads into the grammar (frequency adverbs) in the next section. If necessary, replay the recording in **exercise 2**, pause it when checking the answers, and again when students have to listen and note the times in **exercise 3**.
- **Exercise 4** provides oral practice of the vocabulary, but also revises times and the 3rd person singular. Do some practice with the whole class first, eliciting a range of sentences and correcting errors. Students can then work in pairs. You could make it clear that students should listen carefully to each other and check that they are using 3rd person *s*.

---

grammar present simple with frequency adverbs

- If students work in pairs on **exercise 1**, they can look at one student's tapescript and the other's exercise on page 32. *Always* and *never* are likely to be known already; the item students are unlikely to know is *hardly ever* (= almost never). In fact, it is a very high-frequency item and worth learning early. When you go over the answers, you could elicit and write them on the board in a context, like this:

100%		always	
		usually / often	
	I	sometimes	watch TV in the morning.
		hardly ever	
0%		never	

  Practise the pronunciation of the items, especially *usually* /ˈjuːʒəli/.
- **Exercise 2** focuses on the problem of word order. At this stage it is important to keep it simple, so stay with the affirmative forms. Write the basic two sentences in **exercise 2** on the board, and use a flashcard with ALWAYS on it to show visually where the adverb goes in each sentence.
- Students can do **exercise 3** alone or in pairs, then practise together at the end. For more practice go to the **language reference** and **practice exercises**, or see **ideas plus** on the right.
- **Exercises 4** and **5** provide opportunities for more extended, personalized practice. Demonstrate what to do with **exercise 4** with some examples of your own, then monitor as students complete the table.
- If you want to make it challenging, tell students you want them to talk for one minute (or thirty seconds) and do it yourself as a model. You could give them a little time on their own to rehearse it in their heads before they tell their partner. If it goes well, tell them to do it again with a new partner. Monitor, noting down good language use and errors, and go over these at the end, being sure to praise any sustained speech.

Want to know more? Go to **how to ...** use the board *p.146*

exercise 1
possible order:
get up, have breakfast, read the paper, leave home, get to school / university / work, have lunch, get home, have dinner, watch TV, go to bed

exercise 2
Holly's day: get up, have breakfast, leave home, get to school / university / work, have lunch, get home, have dinner, watch TV, read the paper, go to bed

exercise 3
She gets up at 6.30, leaves home at 7.30, gets to work at 8.15, has lunch between 1.00 and 2.00, gets home about 6.00, and goes to bed before 11.00

language point zero and definite article

These very high-frequency phrases contain a number of pitfalls for learners:

- *have breakfast / lunch / dinner:* zero article in English, but many learners say ~~*have the lunch*~~
- *get / go to school / work / bed:* also zero article in English (compare: *go to school* = the institution / to study, with *go to the school* = to the building)
- *get / leave home:* zero article, but we say *leave the house*
- *read the paper:* (the speaker and listener understand which one we mean: the daily paper)

Be prepared to highlight and correct errors with these forms.

---

exercise 1
always, usually / often, sometimes, hardly ever, never

exercise 2
Put *always, sometimes, never,* etc. **after** the verb *be.*
Put *always, sometimes, never,* etc. **before** most other verbs.

exercise 3
see **tapescript** *p.148*

ideas plus substitution drill

A good way to provide extra oral practice here would be a variable substitution drill. You begin with a basic sentence on the board, e.g. *I never have dinner in a restaurant.* Students repeat it, and then they have to change the sentence depending on the word you give them. So, if you say, *often*, they say, *I often have dinner in a restaurant;* you say *lunch*, they say *I often have lunch in a restaurant.* Here is a sequence that will work with the above sentence:

often – lunch – 1.00 – he – go out – hardly ever – in the evening – I – sometimes – am tired – she

See pre-intermediate **student's book** *p.75* for a student-centred example of this activity type.

read on

- **Exercise 1** is an opportunity for free speaking, and leads into the topic of the text. Set up the small groups, or do the activity as a mingling exercise. Don't worry about mistakes; let students say what they can. Keep the activity quite short, as students will be doing a survey about reading habits at the end of the lesson in **speaking it's your turn!**
- Students should be able to complete the table in the text (**exercise 2**) by reading the paragraph. Alternatively, you could preteach the jobs, write them on the board, and see if students can predict who reads most before they read the text.
- **Exercise 3** highlights useful phrases in the text, and students can write them in the spaces provided, under the pictures. Students can compare with a partner for **exercise 4** before you go over the answers together.
- The **natural English** box contains language from the article. For more information, see **ideas plus** on the right. A typical error here would be *an hour ~~per~~ day* or *an hour ~~for~~ day*. You could do **exercise 6** as question and answer practice in pairs.

speaking it's your turn!

- This activity gives students an opportunity to talk more fully about what they read, where they read, and how much they read. The table in **exercise 1** is self-explanatory, so tell students to start writing some ideas. You could add some extra ideas, e.g. the books or magazines that you read, and where / when you read most. Monitor as they write and help where necessary.
- **Exercise 2** can be done as a survey. See **ideas plus** on the right. The activity could be done as a mingling activity if you prefer. While students are talking, check that everyone is involved and note any examples of good language use or errors for correction.
- At the end, have a feedback stage. Students say who reads most in their group and why, and you can then praise them for what they managed to communicate, and go over some errors on the board at the end. However, make sure that students finish the lesson feeling confident about what they have contributed, rather than concerned about their mistakes.

wordbooster

30–45 mins

days, months, and seasons

- We would expect learners to know some of these already, so this section is designed to fill the gaps and focus on pronunciation.
- When the pairs have completed **exercise 1**, you could drill the pronunciation of the more difficult items, e.g. *January* /ˈdʒænjuərɪ/, *February* /ˈfebruərɪ/, and *Wednesday* /ˈwenzdeɪ/, plus any others which present particular problems for the nationalities you teach.
- Go through the example for **exercise 2**, then play recording **4.3**. Pause it each time and try to get the whole class to shout out the answer. You can replay the recording several times, pointing to a different student to answer each time, or asking for a different volunteer each time, but keep the pace lively. When students can answer quickly and accurately, let them play the game themselves in **exercise 3**. See also **language point** on the right.

time phrases with prepositions

- Many learners find prepositions notoriously difficult, but at least there are some rules with time prepositions. Check the answers to **exercise 1** carefully. With a monolingual group, you can test understanding by asking for a mother tongue equivalent in each case.
- When learners have completed the table in **exercise 2**, use **exercise 3** to test their knowledge, making sure they have covered **exercises 1** and **2** first. They can compare answers with a partner.
- For **exercise 4**, see **culture note** on the right. If some of the questions do not seem relevant to your class, e.g. if *skiing* is not a popular activity, feel free to amend some of them so that they are relevant and will generate discussion. While students are writing their answers, move round and monitor. Give praise when they use prepositional phrases correctly, and point out any opportunities to include phrases they have not used.

exercise 2
accountants, **secretaries**, taxi drivers, lawyers, **priests**

exercise 3
1 in bed
2 in the bath(room)
3 on the way to work
4 on holiday
5 in work breaks
6 in the living room

exercise 4
1 true
2 false
3 false
4 true
5 true

ideas plus text search

You will notice that both the listening and reading texts in this lesson are used for 'text search'. In **grammar exercise 1**, students have to identify examples of frequency adverbs from the **tapescript** and then plot them according to meaning; and in **exercise 3**, they have to check their answers to a grammar exercise with the **tapescript**. In the reading text, they have to find examples of the language in the **natural English** box, and also check their answers to **can you remember ...?** in the article.

We feel that this approach is useful and adult, and we hope it will encourage students in the future to use texts to learn new language and find examples to consolidate their knowledge.

can you remember ...?
see article *pps. 32–33*

ideas plus survey

Put the students into small groups. You could provide each group with a photocopied grid, with columns for different students' names to be added. They can then note key information when they ask each other.

exercise 1
January, February, March, April, May, June, July, **August**, September, October, November, December
Monday, Tuesday, Wednesday, Thursday, **Friday**, Saturday, Sunday
spring, summer, autumn, **winter**

exercise 2
1 March
2 September
3 June
4 Friday
5 Tuesday
6 Saturday
7 winter

language point use of articles

Here and below you will notice the definite article is sometimes used. We don't use articles generally when talking about days or months (*See you on Monday; I'm going in September*), but we can use them with seasons of the year:

I go skiing in (the) winter. *It often rains in (the) spring.*

There seems to be a free choice here.

exercise 1
1 on
2 at
3 in
4 on
5 winter
6 weekend
7 week
8 moment
9 between

exercise 2
at a time, **on** a day, **in** a period

exercise 3
at the weekend, **during** the week, **in** the spring, **in** April, **between** 6.00 and 7.00, **on** January 2nd, **on** Monday, **at** 11.00 o'clock, **at** the moment

culture note opening and closing times

Opening and closing times for shops can vary considerably from country to country. Your students may be interested to know the usual custom in Britain and how it may differ from their own country.

Traditionally, shops opened from 9–5.30. For religious reasons, they were closed on Sunday and many also closed one afternoon during the week (often Wednesday). That has all changed over the past thirty years. Few shops close one afternoon a week, and many are now open on Sunday – small convenience stores which sell a range of essential goods open all hours, while large shops have restricted opening hours (usually 10.00–4.00). Many large shops also stay open until much later at least one day of the week, e.g. until 8 p.m., and some supermarkets are now open 24 hours.

In the past, a few shops closed at lunchtime, but that is rarely the case now.

listening how to ... talk about your family

60–75 mins

- **vocabulary** families
- **ask** about each other's families using **natural English** phrases
- **grammar:** possessives *my, your,* etc.
- **listen** to Mandy describing her family
- **talk** about families
- **write** about a member of your family

vocabulary families

- There is a wide range of lexical items here, but you can fill whatever gaps are necessary for your learners, e.g. *partner, stepfather,* etc. Before you start, see **ideas plus** on the right.
- See how much the students either know or can deduce in **exercise 1** without any pre-teaching. If students work in pairs there will be some discussion, in which case you can provide a pronunciation model for the more difficult words, e.g. *niece* /niːs/, *daughter* /'dɔːtə/, *nephew* /'nefjuː/, *parents* /'peərənts/, and *cousin* /'kʌzn/.
- Play recording **4.4** (**exercise 2**), then allow time for students to practise individually.
- **Exercise 3** reinforces the pronunciation and teaches students another phonemic sound: /ʌ/.
- The **natural English** box revises *have got*. Students will sound more natural if they can link the words together like this:

  Have you got‿any brothers‿and sisters?
- Move round and monitor while students write in **exercise 5**, and when they stand up to talk in **exercise 6**, encourage them to ask follow-up questions.

grammar *my, your,* etc.

- The grammar focus also makes use of the family tree, which should now be familiar. Check their answers to **exercise 1** before they complete the table in **exercise 2**. The problem with possessives is not generally one of meaning but being able to use them promptly and accurately, so the key is really practice. **Exercise 3** begins this process while providing a check on meaning as well, but you can also use the **language reference** and **practice exercises**, or make use of the photos brought in.

listen to this

- The listening continues with the theme of Mandy's family. Students should now be able to spot the 'new' information easily in **exercise 1**.
- For **exercise 2**, make sure students read through the sentences before they listen. Move round and monitor their answers and play the recording again if they are having problems.
- After **exercise 3**, students can listen with the **tapescript**. See **ideas plus** on the right.
- The **natural English** box (**exercise 4**) focuses on *together*. This is a useful high-frequency item, but one that low-level learners rarely know or use. While students are doing **exercise 5**, move round and monitor before the pairwork activity.

speaking it's your turn!

- If your students require more support, see **troubleshooting** on the right.
- With confident students, give them a minute or two to think about questions they want to ask using the prompts in **exercise 2**. Make sure they listen carefully to the answers, as they will need the information in the next exercise.
- **Exercise 3** serves a dual purpose: it provides additional practice, but also makes additional use of the information that students gathered in **exercise 2**.

writing

- If you want to provide extra writing practice, you could get learners to write about a member of their partner's family in class, then write about a member of their own family for homework. Use the example first to show them how they could structure the information in their paragraph. For more work on this, see **natural English** elementary **reading and writing skills resource book** *p.30*

exercise 1

2 brother and sister
3 girlfriend and boyfriend
4 mother and daughter
5 husband and wife
6 aunt and niece
7 uncle and nephew
8 grandmother and grandson
9 cousins
10 parents and children

exercise 3

husband, uncle, mother, grandson, cousin, brother, grandmother

exercise 4

see **tapescript** *p.149*

ideas plus family photos

The whole lesson is based round a family tree and some family photos. If you have a set of photos of your own family, bring them to class and ask the students to do the same. This will give you the raw material for additional practice of all the language in the lesson at different stages (family vocabulary, possessives, *have got*, and *together*), and is likely to be very motivating as it will be relevant to the students' own lives.

---

exercise 1

This is our sister, Susie, with her ~~husband~~ **boyfriend**, Richard.
This is our ~~cousin~~ **brother**, Michael.

exercise 2

I	**my** sister
he	**his** daughter
she	**her** brother
we	**our** father
they	**their** son

exercise 3

1 **his** girlfriend's name is **Susie.**
2 **her** children's names are **Lucy** and **Mark.**
3 **his** daughter's name is **Lucy.**
4 **her** twin sister's name is **Carole** and **her** husband's name is **Damian.**
5 **their** brother's name is **Michael**, and **their** niece's name is **Lucy.**

---

exercise 1

Susie is 25; Michael is 34.

exercise 2

1 Mandy's **got** a lot of cousins.
2 Her husband is **an actor.**
3 She works in **a university.**
4 She teaches **computer studies.**
5 She sees her parents **Monday to Friday.**

exercise 3

1 yes
2 She teaches computer studies at the university.

ideas plus using a tapescript

One of the reasons for using a tapescript of spontaneous English is that it will provide natural examples of vocabulary items that occur most frequently – or may only occur – in spoken English. In recording **4.6** good examples are: *loads* and *wow* (both informal), *actually* and *away* (for showing distance). You could write these words on the board, get students to underline them in the tapescript while they listen, then they can try to explain the meaning with a partner. With a monolingual group, they could also write a translation equivalent if they cannot find a suitable English word or phrase. In this context, good answers would be:
loads (= lots), *wow* (= incredible), *actually* (= in fact), and *away* (= from here).

---

can you remember ...? possible answers

daughter, uncle, father, cousins, sister, wife, brother, aunt

troubleshooting providing extra support

On the board, write the name of someone in your family, then ask learners in pairs to write questions to ask you using the prompts in **exercise 2**. Monitor their writing, then answer questions round the class so that all the pairs get an opportunity to hear a range of questions as well as your answers. At the end, write some of their questions on the board.

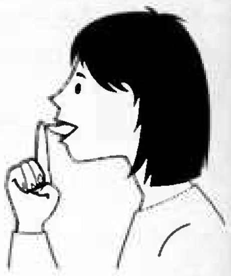
With the model you have provided and the questions they have written down, the students should be able to do the activity for themselves.

help with pronunciation and listening

30–45 mins

pronunciation sounds /ð/ and /θ/

- Many learners have problems with these sounds, often producing /d/ or /z/ instead of /ð/, and /s/ or /t/ instead of /θ/. Ordinal numbers (*third*, *fourth*, etc.) often contain these sounds, and although students' failure to produce the /θ/ correctly in a date is unlikely to affect intelligibility, it is worth encouraging students to incorporate these problematic sounds into their sound system.
- You could begin with a focus on the voiceless sound, /θ/. Write some pairs of numbers, e.g. *four / fourth, ten / tenth, six / sixth* in two columns (A and B) on the board. Say one word in the pair, and they have to tell you which word you are saying. Then show how the /θ/ sound is formed: stand with your profile to the class, and put your finger at right angles to your lips to show that your tongue can just touch your fingers, and get them to do the same. (See diagram on the right.) Provide plenty of controlled practice, and monitor and correct pairs working together on the words you write on the board.



- Explain what to do in **exercise 1**, then monitor the pair work. You can use the recording to check or elicit the answers in **exercise 2**.
- Focus on the voiced / voiceless pair distinction in **exercise 3**, using the recording or your own voice if possible. To help students hear the difference between voiced and voiceless, you can tell them to touch their throat (it vibrates with a voiced sound).
- Point out the difference between spoken and written English with dates, and then go on to the information gap activity in **exercise 4**. You can ask students to circle as many dates as you like. Sit the pairs facing each other, and make sure they don't look at each other's calendars when they dictate the dates they circled. It would also help if they circled the dates they hear in a different colour. Monitor the activity and bring it to an end before it loses momentum. See **ideas plus** on the right for another activity.

exercise 1

a **sixth** seventh
b **fourth** fifth
c **twelfth** thirteenth
d **second** third
e **thirtieth** thirty-first
f **seventeenth** eighteenth
g **nineteenth** twentieth
h **first** second
i **third** fourth

listening weak forms

- This section focuses on a common listening problem for most learners: making sense of weak forms in connected speech. For more information on the schwa /ə/, see **language point** on the right.
- Focus first on the examples in the speech bubbles, highlighting the pronunciation of the three weak forms, i.e. say 'Are /ə/ you English?' rather than 'Are /ɑː/ you English?' then focus on the questions in **exercise 1** and play the first extract. Check the answers, then play the remaining dialogues.
- **Exercise 2** focuses on the weak forms. Students should be able to complete most or all of the gaps, but monitor and see how they are coping; this will determine whether you will use the recording for students to check answers, or whether you will need to teach from the recording. Use the recording in **exercise 3** to check and model the weak forms. Pause the recording and replay it as required so that students can identify the pronunciation of the weak forms.
- In the **natural English** box, *Thank you (very much)* is a little more formal than *Thanks (a lot)*, but both are common in spoken English. Practise in pairs.

Want to know more? Go to pre-intermediate **teacher's book, how to ...** help learners understand natural speech *p.174*

exercise 1

1 3.15
2 9.00 to 4.30
3 8.20
4 September 1st

exercise 2

see **tapescript** *p.149*

four review

45 mins

grammar present simple with frequency adverbs

- This activity is the basis of an interview: students can find out what they do alone, with the family or with friends. First, ask students to do **exercise 1**: this will revise some vocabulary from the unit. Go over the answers, and ask them to fill in ideas of their own, helping if necessary.
- Students should be able to complete their answers quickly. Put them with a partner for **exercise 3**, but first, demonstrate the activity with a student. Be sure to ask them why they do things alone / with particular people: this will make the activity more challenging and ensure that students don't treat it as a drill. Monitor the pair work and make notes for feedback on good language use and any specific problems.
- Bring the activity to a close, then let students compare in small groups. Who does most alone, with their family or with friends, and why? Do some quick feedback on language data you collected using the board.

vocabulary time phrases with prepositions

- This activity is peer-corrected: both A and B sets of sentences are essentially the same, but different words are gapped for each pair. You can get A pairs to work together and B pairs to do the same if you want them to have some peer support in **exercise 1**.
- Pair up A and B students for **exercise 2**, and do the first example together so that they can see how they can check each other's answers. Make sure they are reading aloud rather than just looking at each other's answers: this will provide more listening practice.

vocabulary families

- Either use the activity as it is in **exercise 1**, or for fun, write the jumbled words on numbered flashcards. Put students in pairs, tell them the topic of the vocabulary, then give each pair a jumbled word card. They have fifteen seconds together to decipher the word and write it down. Clap your hands, and students have to pass on the word card, and so on. Check **exercise 2** as a class.

vocabulary families

1 sister, girlfriend, cousin, uncle, children, nephew, wife, daughter
2 daughter, uncle, wife, sister, nephew, girlfriend, children

natural English

- Deciding on the missing words (without possible answers in a box) is quite challenging. If **exercise 1** is very hard, put the missing words randomly on the board.
- Normally students would be able to check their answers with the boxes in the unit (this is deliberate: it helps students use their course book for revision), but in this case, the examples are different from those in the boxes, so go over the answers before students ask and answer in pairs.

natural English

1 Do you work eight hours **a** day?
2 Do you **watch** TV ten hours a week?
3 Have you got any **brothers** and sisters?
4 Do you sleep seven **hours** a night?
5 **Have** your aunts and uncles got any children?
6 **Do** you and your parents live together?

ideas plus important dates

Write a few dates on the board that are important to you, e.g. a family birthday / celebration, an anniversary, a day which is important for the country, the date of your next holiday. Don't write what the dates mean. Get the students to ask you about them, e.g. Why is December 1st important? Explain your answers in simple language and teach new vocabulary items where necessary, e.g. birthday, wedding, holiday. Then tell the students to write down five or six important dates for them. Put them in small groups to ask each other about the dates they wrote.

language point schwa /ə/

The schwa /ə/ is the most common unstressed vowel sound in English. It occurs in many common grammar words, e.g. *and, of, for, at, but, to*, etc. as well as auxiliary verbs such as *does, have, are, can, must*. In connected speech, the cumulative effect of the *schwa* creates problems for many learners who are more familiar with the written form.

Few languages have a comparable sound, and some learners seem to think that the prevalance of the *schwa* in spoken English suggests incorrect or lazy speech. It is important to tell them, in their mother tongue if necessary, that even the most educated speakers use the *schwa* all the time.

test yourself!

test your vocabulary

1 niece, parents, grandson, wife, nephew, cousin, uncle
2 in, on, on, at, at
3 have lunch, read the paper, go to bed, leave home, watch TV

gap-fill

1 any
2 welcome
3 their
4 ever

error correction

1 She **often** goes to the cinema.
2 I can see John and **his** wife.
3 He always has ~~the~~ lunch at 1.00.
4 I watch TV for about two hours **a** night.

five

in unit five ...

reading
breakfast time
p.50

wordbooster
food
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p.52

listening
how to ... order food
p.54

extended speaking
what's on the menu?
p.56

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reading breakfast time

75–90 mins

- **learn** breakfast food vocabulary; students ask what people want using **natural English** phrases
- **focus** on countable and uncountable nouns; *some* and *any*
- **read** about breakfast in Madrid and Moscow
- **interview** a partner about breakfast time
- **write** about their breakfast

vocabulary breakfast food

- To start the lesson with a speaking activity, see **ideas plus** on the right.
- Students will know some of the items in **exercise 1** already. They can work in pairs, using dictionaries to check new items, or arrive at the meaning of some items by a process of elimination. Monitor and help with items they don't understand. Note that the picture does not include all the items.
- As you check the answers together, focus on the pronunciation and practise them orally, or use the recording as a model in **exercise 2**. Certain items are quite difficult here: *ham / jam* are easily confused, *cereals* /ɪə/, *sausages* /ɪdʒɪz/, *sugar* /ʃ/, *butter* /ʌ/, *bacon* /eɪ/, and *honey* /ʌ/. There are also four words with the /dʒ/ sound: *sausages, orange, juice,* and *jam*. Can students identify them? At the end, tell them to cover the words and test each other using the pictures.
- **Exercise 3** is an 'odd one out' puzzle. Do the first example together, then put students in pairs to finish. They may struggle with the explanations, but let them try and express the ideas.
- The **natural English** box in **exercise 4** highlights *have* meaning *eat / drink*; this is actually more common than *eat* here. When students listen, focus on the underlined words which are stressed, and get them to copy the stress patterns. When students mingle in **exercise 5**, you could ask them to find one person who has a similar breakfast, and one who has a different kind of breakfast.

grammar countable and uncountable nouns

- Present the grammar as suggested in **exercise 1**, or see **ideas plus** on the right.
- Before students complete the phrases in **exercise 1**, you could test them on the concept: do we say *a* or *some* for *jam, rice, milk, cornflakes, bread*? Check students understand the concept, then ask them to do **exercise 1** alone or in pairs.
- **Exercise 2** shows that although some items are uncountable, they can be expressed in a countable way through the phrases *a cup / glass / piece of...* . Ask which phrase they would use for *tea / cheese / coffee / apple*, etc.
- **Exercise 3** contextualizes the grammar in dialogue form. You could do a 'disappearing dialogue' practice activity. Write the dialogues on the board with the gaps filled in. Tell students to shut their books, and practise the dialogues from the board with a partner. Gradually rub off words from each dialogue; meanwhile students keep practising and have to remember the missing words. Keep going until you only have one or two words left in each line.

grammar *some / any*

- There is obviously a link between the two grammar sections. See **language point** on the right.
- You could elicit the answers to **exercise 1** together and give students time to write them in. Point out that we usually use *any* in questions and negative sentences, and we use *some* with countable and uncountable positive statements. Ask students to finish your sentences with any other nouns, e.g.

  Teacher: *I want some ...* Student: *... coffee.* Teacher: *Yes.*
  Teacher: *I haven't got any ...* Student: *... oranges.* Teacher: *Yes*, etc.
- Students can work alone in **exercise 2**, then compare with a partner. **Exercise 3** gives students the chance to use *some* and *any* in a personalized way. Feed in any other vocabulary they might need. At the end, ask a few students to tell the class what they want / don't want.

exercise 1

1 coffee
2 cornflakes / cereal
3 rolls
4 cake
5 eggs
6 tea
7 sausages
8 orange juice
9 bread

exercise 3

b Coffee, because you drink it, but you eat cornflakes and other cereals.
c Sugar, because it's sweet, and rolls and bread are both bread.
d Toast, because butter and cheese are both made from milk.
e Cake, because you eat cake, but you drink tea and orange juice.
f Bacon, because honey and jam are sweet, but bacon isn't.

ideas plus speaking

Put some statements on the board for students to think about. Are they true for them? Why / why not? e.g.

I like breakfast. *I haven't got time for breakfast.* *I always have breakfast.*

Tell students about yourself, but don't go into any detail over food you eat at this stage. For example, *I like breakfast at the weekend, because I've got a lot of time, but on weekdays, I'm always late and tired, and I don't really enjoy breakfast ...*, etc. Then get students on their feet to tell different people their feelings about breakfast. Praise any attempts at conversation, and don't worry about errors at this stage.

---

exercise 1

1 some
2 a
3 some
4 an
5 some
6 a
7 some
8 some

exercise 3

1 piece
2 glass
3 some; piece
4 cup; some

ideas plus using realia

Presenting and practising language using realia (i.e. real objects) is likely to be very motivating and memorable for students. Even flashcard photos of food will bring the presentation to life. If possible, collect some empty packaging, e.g. plastic butter tubs, milk cartons, an egg box, etc. and a few simple food items such as apples, oranges, or biscuits.

Plan carefully how to use the realia to illustrate the rules: apples are good for countable nouns, sugar and rice are useful for uncountable nouns. Chocolate(s) and cake(s) can be both countable and uncountable, so are best avoided at this early stage. Tea and coffee are also tricky: e.g. I like coffee [U] vs I'd like **a** coffee [C] = a cup of coffee.

For extra work on this area, see **workbook**, **expand your grammar** countable and uncountable nouns *p.26*.

---

exercise 1

singular: sandwich
plural / countable: eggs
uncountable: ham

exercise 2

1 some
2 any
3 an
4 any
5 some
6 any

language point *some / any*

At this level, it is important to keep the presentation simple, so we suggest you keep to the rules in the table in **exercise 1**. However, it is worth remembering that it is possible to use *some* in questions:

offers, e.g. *Do you want / Would you like* ***some*** *chocolate?*

requests, e.g. *Can I have* ***some*** *sugar, please?*

We suggest you avoid confusing students with this information at this stage. In **how to** ... order food on *p.43*, requests with *some* are introduced functionally, e.g. *Could I have some more water?*

read on

- Introduce students to the topic of the text with **exercise 1**. Then go on to the gist task in **exercise 2**. You could set a time limit of a minute so that students don't try to translate every word.
- Let them read more carefully to find the answers to **exercise 3**. They could compare with a partner, before you go over the answers. See **culture note** on the right.
- At the end, you could ask students to talk about their country. Is breakfast similar or different from breakfast in Madrid or Moscow? Ask them to talk about breakfast in general, otherwise it will overlap with the speaking activity in **speaking it's your turn!**

speaking it's your turn!

- This stage (**exercise 1**) brings together various elements of the lesson in one speaking activity. Give students time to think through what they are going to say in English, and ask you about any vocabulary they may need. The better prepared they are to speak, the more confident they will feel.
- For **exercise 2**, start by getting students to ask you about your breakfast using the questions in **exercise 1**. Expand your answers, so that they will try and do the same themselves. Then get students to mingle and interview each other. Monitor and make notes on good language use and any communication problems. Bring the activity to a close while learners are still engaged, and do feedback on content and language. Praise good communication. See **ideas plus** on the right.

writing

- The text in **exercise 1** is a model for the students' own writing in **exercise 2**. Focus on the questions in **speaking it's your turn!** before they read about Céline. Notice that there is a lot of recycled language in the text: the present tense, adverbs of frequency, time expressions, and vocabulary.
- Students can do **exercise 2** for homework, or they can write in class (in which case you can monitor and assess their writing ability). At the end, ask them to proofread their work, perhaps with a partner. See **ideas plus** on *p.31*. Correct it using a simple marking scheme.

Want to know more? Go to pre-intermediate **teacher's book how to ...** motivate low-level learners to write *p.160*.

wordbooster

30–45 mins

food

- Students can work alone or in pairs for **exercise 1**; let them use dictionaries if possible. In feedback, clarify and practise any pronunciation difficulties, e.g. *onion* /ʌ/. See **language point** on the right.
- **Exercise 2** ask students to think of logical prepared foods. Before they begin, make it clear that some words can be used more than once, e.g. *a cheese sandwich* or *tart*. See the possible answers on the right, but there may be different answers in your teaching context. For more on *chips*, see **language point** on *p.55*.
- **Exercises 3** and **4** focus on specific sounds and introduce some more phonemic symbols. Put these in four columns on the board and add the first example, i.e. /ɪ/ *vanilla*. Let students work together, then use the recording or elicit the answers and add them to the board. Do the oral practice at the end, highlight these sounds in the phonemic chart on *p.159* of the **student's book**.
- The **natural English** box in **exercise 5** focuses on a very common question which is in the **extended speaking activity** for this unit. You could extend the practice in **exercise 6** so that students ask about meat, drinks, wines, etc. See also **workbook**, **expand your vocabulary** food groups *p.28*.

adjectives (2)

- Students will know some of the adjectives in **exercise 1**, so they should be able to deduce new items and match them accordingly. Focus on the categories too, as these contain useful lexis, e.g. *service*.
- **Exercise 2** gives students a chance to memorize the items. During this stage, you could encourage them to mumble the words to themselves, while you monitor and help with pronunciation.
- **Exercise 3** provides some natural listening practice. You can suggest that students look at the categories in the table and tick the ones talked about. Then they listen again and note down what they say. Avoid personalized practice at this point because students are going to do this in the **how to** ... lesson.

exercise 2
Andrés has breakfast in a café; Ekaterina has breakfast at home.

exercise 3
1 Moscow
2 Madrid
3 Moscow
4 Madrid
5 Ekaterina
6 doesn't have

culture note breakfast

Traditionally British breakfasts are a significant meal (called 'the full English / Scottish / Irish / Welsh breakfast'): cereals, fruit juice, tea or coffee, and a fried breakfast of egg, bacon, sausage, and tomato, with toast and marmalade. In practice, few people have time for this kind of breakfast these days, and most people tend to have cereal and / or toast / bread with jam / marmalade and tea or coffee (usually referred to as a 'continental breakfast' in hotels). Porridge has recently seen a revival, as a quick and nutritious breakfast meal.

ideas plus multilingual groups

With a multilingual group, students could make a mini presentation to the class of their national breakfast dish / dishes. Put students from the same country together to prepare the presentation; if a student is preparing a presentation alone, you could talk to them and help where necessary. Students find this very motivating as they want to show their country in a good light.

exercise 1
Yes, she does.

can you remember ...?
some sausages, some cereal, some tea, some coffee, a cup of coffee, a glass of / some juice, a piece of / some cake, some bread / a piece of bread, eggs, rolls

exercise 1
cheese, chicken, onion, apple, mushroom, steak, bacon, fish, potato, ham, chocolate, tomato, peas, strawberry

exercise 2 possible answers:
cheese / ham / bacon sandwich
potato / mushroom / tomato / pea soup
vanilla / chocolate / strawberry ice cream
steak / chicken / fish and chips
apple / strawberry / cheese tart

exercise 4
see **tapescript** *p.149*.

exercise 5 natural English
see **tapescript** *p.149*.

language point lexical selection

Food is a very broad lexical area, and it can be difficult to decide which items to select for elementary students. A key criterion is usefulness, which is a reason for teaching *vanilla*: ice cream is a popular food almost everywhere, and *vanilla* is probably the most common flavour, yet few students seem to know the word.

Some items need to be learnt because they are taboo: for example, many Muslim learners don't eat *ham* or *bacon*, so it's important that they recognize these words in order to avoid ordering them. Other items will be useful because students will need them for the **extended speaking** activity on *p.45*. We suggest you look ahead to this activity, and decide whether you need to present other food items which are likely to occur in a café menu in your teaching environment.

Want to know more? Go to **how to ...** select, organize, and present vocabulary at lower levels *p.167*

exercise 1
awful; dirty; uncomfortable; slow; expensive; unfriendly

exercise 3
see **tapescript** *p.149*

listening how to ... order food

60–75 mins

- **focus** on *can / can't*
- **talk** about bars and restaurants
- **listen** to someone ordering a meal
- **practise** ordering a meal using **natural English** phrases
- **role play** a restaurant situation

grammar *can / can't* + verb

- As the topic of the lesson is ordering food, **can you remember ...?** here is a timely way to lead in.
- The task in **exercise 1** should be very straightforward for learners from Europe or South America, but students from other cultures may find it more difficult. See **culture note** on the right.
- Students could do **exercise 2** individually or in pairs. Notice the use of *you* here to mean 'people in general'. We can also use *one* with this meaning, but it is more formal and sounds less natural. You could explain this to your students if you wish, or if anyone asks.
- **Exercise 3** is just a quick check, but it is important to clarify this meaning of *can* for general possibility, as learners will soon encounter *can* being used to express ability, e.g. *I can swim but I can't drive.*
- If learners do **exercise 4** in pairs then compare with another pair, they will be getting a lot of oral practice as well as consolidating their understanding. Move round and monitor this activity and focus on their pronunciation. **Exercise 5** has been included because some nationalities have a problem producing the weak form in *can* /kən/ and the long vowel in *can't* /kɑːnt/. This can make it difficult to distinguish between *can* and *can't* and occasionally lead to a complete breakdown in understanding.
- **Exercise 6** allows some freer personalized practice. Students could do this in pairs or groups while you listen. If you feel they have had enough practice, do the **language reference** and **practice exercises** later.
- **Exercise 7** provides more practice of *can* but this time the topic is even more personalized and you can allow the conversation to move to wherever the students take it. Bear in mind they will be talking about the school café or one nearby in the **extended speaking activity**, so try to ensure that learners do not choose these places to talk about now.

listen to this

- The **natural English** box (**exercise 1**) highlights a common use of *will*. See **language point** on the right. Learners also need to be familiar with the common question *Anything else?* as it is used in a wide range of service situations. The reply (*No, that's all, thanks*) is the type of response that you want your learners to be able to produce fluently and with confidence.
- Before students practise the dialogue in **exercise 2**, you could give them a quick discrimination exercise similar to that in grammar **exercise 5** on the previous page. Write *I have* (A) and *I'll have* (B) on the board, then say four or five sentences using one or other of the constructions. Each time, the students must say which one they hear.
- When the students describe the pictures in **exercise 3**, you may have to clarify the difference between British and American English. See **language point** on the right.
- Play recording **5.8** (**exercise 4**). Check the answers, then replay the recording for **exercise 5**. These questions will form part of a later speaking activity, so make sure the students use them accurately.
- The second **natural English** box in this lesson highlights another language convention, this time asking for 'more of something' (languages often have their own special way of doing this). Students first listen and complete the questions in **exercise 6**, then analyse the difference in **exercise 7**. In fact, this recycles the distinction between countable and uncountable nouns that learners studied in the previous lesson, and is tested again in **exercise 8**.
- Listening again with the **tapescript** will consolidate the new language from the lesson and provide students with a model for the role play to follow.

speaking it's your turn!

- Put students in pairs to prepare the waiter's questions together (**exercise 1**) as this is the more difficult role. You can move round and monitor at this point to make sure they are getting the questions right.
- Give students a minute to think about their roles for **exercise 2**, and warn them now that they will be swapping roles at the end so that each student has an opportunity to be both.
- When the pairs have done the role play twice, you could mix the pairs so that it can be repeated. In our experience this is the type of role play that students are quite happy to repeat, as they recognize its value and relevance.

can you remember ...?
see *p.42*

exercise 1
1 b 2 c 3 a

exercise 2
1 b 2 b 3 c 4 a

exercise 3
You can = it's possible; you can't = it's not possible

exercise 4
2 you **can read** a paper in a café;
3 you **can't watch** TV in a restaurant;
4 you **can't have** coffee in a restaurant without eating;
5 you **can meet** friends in a bar;
6 you **can have** dinner in a restaurant;
7 you **can't drink** wine in a café.

exercise 5
see **tapescript** *p.149*

culture note bars and restaurants

In Britain generally, the distinction between a café, a pub, and a restaurant is becoming less apparent. This is largely due to three factors:

1 Opening times
Pubs used to have strict opening hours – they weren't allowed to open before 10.30 a.m. and weren't allowed to stay open after 11 p.m., except in special circumstances, e.g. New Year's Eve. These laws were relaxed in Scotland some years ago and the same has recently happened in England. As a result pubs no longer all open and close at the same time, and some (especially in city centres) now open much longer hours.

2 Facilities
Many pubs now offer restaurant-quality food, and this has resulted in some pubs having the appearance of a restaurant rather than a traditional pub, where people used to drink but not have a meal.

3 Children
In the past, pubs were almost exclusively for adults, and children under 16 were not allowed in (or occasionally at the age of 14 if accompanied by an adult). This too is changing. Some pub landlords are happy for accompanied children of all ages to go into pub gardens, and some are relaxed about children in the pub, especially at lunchtimes and in certain areas of the pub, but is at the landlords' discretion. They are not allowed to drink alcohol and must leave by 9.00 p.m.

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exercise 1
see **tapescript** *p.149*

exercise 4
The woman orders the meal in picture 3.

exercise 5
1 Do you want 2 What would you like

exercise 6
another; some more

exercise 7
She says *another* because a glass is countable; she says *some more* because water is uncountable.

exercise 8
1 some more 3 some more 5 some more
2 another 4 another 6 another

language point *will*

Unless they are taught otherwise, most learners use the present simple in this situation, and many also use the wrong verb, e.g. ~~*I take*~~ ... or ~~*I eat*~~ ... The use here of the modal verb *will* with the verb *have* may therefore require a lot of reinforcement. The meaning is essentially *I would like*, but students simply need to know that in English we use *I'll* + *have* when we are ordering food.

language point British and American English

You will have to point out the following difference:

British English	American English
chips	*fries*
crisps	*chips / potato chips*

Unfortunately this difference is made more confusing by the fact that *fries* is now increasingly being used in British hotels and restaurants, and in Europe, many crisp packets have '*chips*' written on them.

---

can you remember ...?

waiter
What would you like?
Would you like (X) or (Y) with that?
What would you like to drink?
Anything else?

customer
Can I have (steak)?
Can I have another (glass of wine)?
Can I have some more (water)?

ideas plus revision

Before students do the **extended speaking** activity on *p.45*, you could do a vocabulary revision activity for homework. Devise a wordsquare containing food vocabulary items from the unit, and give them a copy for homework. Give them also a blank grid, and students invent their own wordsquare including different food items (about 6–10). In the next lesson, check the answers to the one you gave. Then students swap grids with another student and solve their puzzle. If anyone hasn't done it, they can pair up with someone who has.

Want to know more? Go to **how to ...** encourage learner independence (**try it out,** word review) *p.158*

extended speaking what's on the menu?

45–60 mins

collect ideas talk about a café you know

prepare a menu for your own café

role play ordering and serving food in your café

- It is important at the beginning of this activity to let learners read the boxes at the top of the page which tell them what they are going to do in the lesson, or tell them yourself. This will enable them to get the whole picture. You should also give them time to look back at the **can you remember ...?** boxes which appear in the unit.

collect ideas

- **Exercise 1** is just a warmer, but if you feel your students have spent enough time talking about local cafés and snack bars, you could omit it.
- For the **extended speaking** activity we would suggest that your students use the local currency as they will be familiar with the prices in their own country. See **language point** on the right.

prepare a menu

- Students could work in pairs or small groups for this activity. Go through the instructions carefully and suggest that students write out all their ideas on a separate piece of paper for **exercise 2**, and only complete their menu (**exercise 3**) when everything is finalized and they can produce a very neat copy, which everyone will be able to read. Remember that each student will need a copy of their menu for the role play later. You could supply them with some blank card or coloured paper and pens to help them produce an attractive menu.
- Give students plenty of time for **exercises 2** and **3**. Some pairs may need several minutes to establish a bit of momentum; if necessary you could intervene and give a bit of help. Generally though, just move round and monitor their discussion, and note down examples of good language use as well as important errors for later feedback.

role play

- When you are ready for the role play (**exercise 4**), you could try to organize the room so that it resembles a restaurant. Seat all the customers and then get waiters to move round the room. Make sure the waiters have their menus available.
- If you want to extend the role play, you could move round the customers and feed in a few complaints for them to make to the waiters, e.g. they have brought the wrong sandwich; the soup is cold; the beer is warm; the coffee tastes horrible, etc. You could also extend the role for the waiters by suggesting an extra item on the menu that they should tell the customers about, e.g. a different type of soup, a new type of sandwich, additional drinks, etc.
- At a certain point students can swap roles (**exercise 5**) so that they all have the opportunity to be both customer and waiter.
- You could bring the class together for **exercise 6** with some general discussion about the different features of the café each customer visited.

language point currencies and plurals

Some currencies take a plural 's' in English, e.g. *one dollar / ten dollars; one pound / five pounds*. When the *euro* was launched, it started with a capital letter and the official plural was Euro (no 's'). However, corpus evidence now indicates a clear preference for *one euro / ten euros*.

In parts of Asia and Eastern Europe we tend not to pluralize currencies, e.g. *five yen* (Japanese); *ten baht* (Thailand), *twenty zloty* (Poland). The Czech and Slovak Republics, Denmark, and Norway all have *koruna / krone* which we wouldn't pluralize unless we translate them as *crowns* (in which case we would). You may need to check whether the currency your students will be using takes a plural 's' in English.

Note also that we say *five euros fifty* (not *five euros ~~and~~ fifty*)

test yourself!

test your vocabulary
1 vanilla ice cream, chicken soup, strawberry tart, chicken / steak / fish and chips, a ham / cheese, etc. sandwich
2 dirty, slow, uncomfortable, excellent / great, unfriendly
3 butter, cheese, coffee, soup, bread, sugar, toast

gap-fill
1 any 2 piece 3 some 4 kind

error correction
1 I'd like **some** cheese.
2 What do you have for ~~the~~ breakfast?
3 **I'll** have steak and chips, please.
4 Can I have **another** glass of water, please?

five review

45 mins

vocabulary food

- Give each student five minutes to work on their part of the crossword individually (**exercise 1**). You could then pair up A students so that they can check their answers together. Then pair up A and B students for **exercise 2**. Make sure they read their clues to their partner, so that the partner has a chance to answer. Don't let them just look at each other's crossword.

vocabulary food
across: 2 bacon 5 jam 7 piece 8 chips
9 beer 13 potato 14 meals 15 cream
16 cup
down: 1 apple 2 bread 3 cheap 4 nice
5 juice 6 mushroom 9 butter 10 bill
11 up 12 menu

---

grammar *can / can't* (possibility)

- You could do this as a competition with a three-minute time limit (use it flexibly), or you could do it in stages using the board or a flipchart: write down *two things you could do in a* ... then add *restaurant*. Students have a minute before you add the next thing (*bookshop*), and so on.

grammar can / can't
1 in a **restaurant**, you can eat a meal and drink wine; in a **bookshop**, you can look at books and buy books; in a **hotel**, you can sleep and have a meal. In most **classes**, you can't smoke and you can't eat or drink, and in some classes, you can't speak your own language; on a **plane**, you can't smoke or use a mobile phone or take a pair of scissors.

---

natural English

- Students could do **exercise 1** in pairs to make it more communicative.

natural English
line 2 a piece of cake
line 3 What kind **of** cake?
line 4 can I **have**
line 5 Anything **else**?
line 6 that**'s** all

---

grammar countable and uncountable nouns

- There are two ways you could do this. One is to follow the instructions in the **student's book** with pairs writing down the time it takes them to complete each section (the scoring system makes it clear the number of answers they have to find in each section). Or use the ideal timings given in the book and see how much pairs can accomplish in the time (you shout out when they have to move on to the next section).

grammar countable and uncountable nouns
1 tea, juice, butter, sugar, toast, jam, ham, cheese, soup, a roll, a sandwich, an egg, a sausage, an apple, honey, a tomato, a mushroom, an onion, a strawberry, an omelette
2 uncountable nouns: tea, juice, butter, sugar, toast, jam, ham, cheese, soup, honey
3 an egg, an apple, an onion, an omelette
4 butter /'bʌtə/, honey /'hʌni/, mushroom /'mʌʃrʊm/, onion /'ʌnjən/
5 sausage /'sɒsɪdʒ/, omelette /'ɒmlɪt/

six

in unit six …

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a day out
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help with pronunciation and listening
pronunciation: sounds /ɔː/, /ɜː/, and /ɒ/
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p.64

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reading a day out

75–90 mins

- **learn** vocabulary about tourist places
- **focus** on *was / were*
- **read and talk** about a text about a tour guide
- **talk** about people and places using **natural English** phrases
- **talk** about a day out in the past

vocabulary tourist places

- As a lead-in to the lesson, you could ask learners to think about the best tourist place in their area / country. What is it, and why is it so good? Students can then talk in small groups.
- The vocabulary in **exercise 1** is self-explanatory, but the items do cause pronunciation difficulties: the letters which are not pronounced in *church, castle, square*, and *fountain*; word stress in *cathedral* and *palace*, and the underlined sounds in *statue* /tʃ/, *museum* /iː/, and *palace* /ɪ/. Students can work together and use dictionaries to check new words. If there are other useful items relevant to the context you are working in, e.g. *temple, shrine, zoo, art gallery*, etc., teach them. Make sure students get plenty of practice and correct their pronunciation mistakes.
- Students should be able to work together in pairs (or groups of three) to think of different places for **exercise 2**. Elicit one or two local ones, then monitor the group work. Don't worry if students are unable to produce eight examples. See **language point** on the right.
- Rearrange pairs to listen to each other's examples.

---

grammar past simple *was / were*

- Start by looking at the picture of the bus tour and ask students if they know where Brighton is. (You can explain it is a town by the sea in the south of England which has a lot of tourists and is very popular.) See if pairs can complete the speech bubbles in **exercise 1** before they listen. They may not complete all the gaps in the same way as the recording, but it will focus them on the meaning. If they ask about the meaning of *was / were*, say these are the past tense of *be*, but don't get too involved in the grammar as this comes up in the next exercise.
- Students can compare answers to **exercise 2**, then work alone or in pairs on **exercise 3**. See **ideas plus** on the right.
- **Exercise 4** is a discrimination exercise, which has been included because the weak forms /wəz/, /wəznt/, /wə/, and the strong form /wɜːnt/ are quite difficult to distinguish in connected speech. You could do one example first. Write the following on the board:

  1 2
  The student ***was / wasn't*** *in the lesson yesterday.*

  Say one of the sentences, ask the students which one you said, and then circle it. Use the recording for the rest of the exercise. If students are having problems, encourage them to ask you to play it again. (You could refer them to the **natural English** box on *p.13*: asking for help.) When you go over the answers, contrast the pronunciation of any examples they got wrong, i.e. say both sentences, then isolate the pronunciation of both forms, e.g. /ɪz/, /wəz/. For extra practice, ask different students to read a sentence aloud; the class has to say which verb they used. Students can then play this game in small groups.
- In **exercise 5**, students need to know the names of other students in the class. If you have a large class of students who have joined recently, let students ask the names of anyone they don't know, or quickly write all the students' names on the board. Monitor the pair work, and when they have finished, rearrange the students for **exercise 6**. At the end, elicit a few questions for all the class to answer, and let students ask each other the questions they couldn't answer.

how was it?

exercise 1

1 church
2 castle
3 statue
4 square
5 cathedral
6 bridge
7 museum
8 market
9 palace
10 fountain

language point definite and zero article

We don't think it is necessary to worry learners at this stage about when the article is / isn't used with place names. However, here are a few guidelines:

- use *the* for most museums, galleries, statues and individual landmarks, e.g. *The British Museum, The Louvre, The Statue of Liberty, The Sphynx.*
- no article is needed with most churches / cathedrals, squares or bridges, e.g. *St Anne's Church, Milan Cathedral, Times Square, Charles Bridge.*
- some places are less consistent, e.g. *Buckingham Palace* but *The Palace of Versailles*. Markets don't usually have the article when they have a specific name, e.g. *Portobello Market*; but may require an article if the market only refers to the type of market it is, e.g. *The Flower Market.*

---

exercise 1
see **tapescript** *p.150*

exercise 2
was, wasn't, were

exercise 3

1 be
2 was; were; He **was** late yesterday; We **were** at school last Monday.
3 was; wasn't; I **was** a tour guide for two years; We **weren't** happy with the food – it was terrible.

exercise 4
see **tapescript** *p.150*

ideas plus an analytical approach to grammar

In **exercises 2** and **3**, learners are encouraged to think about grammar and work out the rules from the examples in **exercise 1.** To do this they have to make hypotheses about language and notice how the grammar is structured. It is an approach that many adult learners find challenging and more memorable, and in this case they also create a written record of the rules themselves.

If your learners are not used to working in this way, approach it gently, and go through the questions together. You can also put a table on the board for students to complete with *was / were / wasn't / weren't:*

positive

I / He / She / It ______ late yesterday.
We / You / They ______

negative

I / He / She / It ______ there yesterday.
We / You / They______

questions

_______ they late yesterday?
_______ he

short answers

Yes, they _______ / No, they _________.
Yes, he _______ / No, he _________.

Want to know more? Go to **how to ...** introduce new language, intermediate **teacher's book** *p.143.*

read on

- Refer students to the picture of Matthew on the bus, teach *tour guide*, and ask where there are tour guides (in tourist buses or on excursions). Then check students understand the phrases, e.g. *knows a lot* (more common than the adjective *knowledgable*), *looks nice* and *speaks useful languages*. *Funny* is an essential word for this text because Matthew is funny, and this would be a good point to teach *joke*, which comes up in the article. Get students to compare answers with others.
- Although the answer to **exercise 2** is subjective, he obviously fulfills the criteria in **exercise 1**. You could ask students to decide which criteria are true of Matthew. (The only one we don't know is whether he speaks different languages.)
- **Exercise 3** is a text search activity; students can compare answers on this.
- For **exercise 4**, which gives students a chance to react to the content, give them time to think. Monitor the group work, and make notes on any phrases you could teach / go over afterwards, e.g. *you can / can't make a lot of money, you meet people, it's not hard work, you learn a lot*, etc.
- *Both* is a very high-frequency word and not one that learners pick up early in their learning. At this stage, the word order with *both* is simple as students are only using examples with *be* in present and past forms. Play recording **6.4** in **exercise 5**, and focus on the pronunciation of *both*. Give oral practice.
- After the text search in **exercise 6**, move on to the puzzle in **exercise 7**. Students can do this orally or in writing. In feedback, check they are using the correct form of *be*. See **ideas plus** on the right.

speaking it's your turn!

- Students are being asked here to produce quite a long chunk of personalized language. This is challenging although the framework in **exercise 1** will help them to produce a coherent and logically-ordered piece of discourse. Give them time to think of a day out, and if any are having difficulty, help them with some ideas, e.g. a day in town. See **troubleshooting** on the right.
- You could ask students to rehearse what they are going to say in their heads in English before they speak to a partner (**exercise 2**). This activity can be done in pairs as an interview, but it can also be done largely as a monologue, with the listener occasionally asking a question. Do it once in pairs as a rehearsal, then get students on their feet, talking to different people. You could ask them to listen and decide which is the best day out. Meanwhile, monitor and make notes for feedback at the end. Find out which weekend people liked best, and give praise for good language use.

wordbooster

30–45 mins

past time phrases

- Pairs can compare their answers to **exercise 1**. They will probably understand most of the phrases, but you may need to clarify the concept of *ago* = before now, e.g. *(Saturday) was three days ago*. Although they will recognize the phrases, most learners use them very inaccurately, so it is important to spend time on them. See also **workbook**, **expand your grammar** *p.33*, and **six review** on *p.54*. See **ideas plus** on the right.
- For **exercise 2**, give students thinking time. You could also do this as a mingling exercise. They ask each other, either to find someone with three similar answers, or someone with three different answers.

Want to know more? Go to **how to ...** select, organize, and present vocabulary at lower levels (spray diagrams) *p.170*.

verb + noun collocation

- Students can match the verbs and nouns in **exercise 1**, or you could prepare word cards for pairs to do the matching activity – this makes it more of a game. See **language point** on the right.
- When you have checked the answers to **exercises 1** and **2**, tell pairs to cover the words and try to remember the phrases together using only the pictures. Or give them two minutes to memorize the phrases, then shut their books and, with a partner, write down as many phrases as they can remember. Less confident students can cover the right-hand column and try to remember the collocates from the verb prompts. Give examples of your own for **exercise 3**. Students can do this exercise orally or write some sentences. Monitor and correct errors, then put students in groups to exchange information.

exercise 2
yes

exercise 3
1 Matthew
2 Ho Chi Minh
3 Nelson and Napoleon
4 Charlie Chaplin and Cary Grant
5 Queen Anne
6 Clare

exercise 5
see **tapescript** *p.150*

exercise 7
Paul McCartney and John Lennon were both (in the) Beatles.
Halle Berry and Al Pacino are both American / actors.
Chianti and sake are both alcoholic drinks.
Pele and Maradona were both footballers / are both South American.
The Louvre and the Prado are both museums.
Stalin and Lenin were both Russian.
Nelson and Napoleon were both short.
Donald Duck and Mickey Mouse are both Disney cartoon characters.
Spaghetti and lasagne are both food / pasta / Italian.

ideas plus adapting the material

For many learners, the people and things in the wordpool will be familiar. However, if you think your students may struggle to produce sentences, you could give them some key words on the board, e.g. food / drinks / cartoon characters. You could also make up your own wordpool to produce items that will have local significance for your learners, e.g. use local actors / drinks / food, etc. Finally, as a revision activity, you could ask students to make up their own wordpools in pairs. Give them prompts: food, drinks, actors, places, sports people, and famous people from history (you need a few of these to practise *were*). Monitor as they produce their wordpools, making sure they spread the pairs randomly on a sheet of paper. Then each pair swaps with another pair, and has two minutes to write correct sentences. Return the sheets to the original pair for them to correct.

---

can you remember ...?
see vocabulary *p.47*

troubleshooting making notes

Many students like to make a few notes: it focuses their thoughts, and gives them a chance to plan what to say in English. However, discourage them from writing complete sentences, or the speaking activity will lack spontaneity. Demonstrate by making a few notes on the board; use the questions in **exercise 1** as a framework. Talk through the notes as you write, and keep to simple words / phrases, not sentences. Give students time to make notes, and check that they are doing so effectively. At this point, help them with any vocabulary they need. When they talk to a partner in **exercise 2**, they should be able to manage without notes, or if they then mingle, and do the exercise again, they shouldn't look at their notes.

---

exercise 1
yesterday morning / afternoon / evening
last night / week / month / year
a few days / a week / ten days **ago**
in 1998 / 2005

ideas plus timelines

Draw a timeline on the board with some dates on for students to copy:

____X

write last year, e.g. 2005	*write last month, e.g. March*	*write yesterday's date*	*write today's date*

Pairs can then discuss where all the time expressions should go (i.e. *yesterday morning, a few days ago,* etc). While they are doing this, they will be using the phrases, and that provides additional practice. Ask students to come up and write a phrase on the line, then check all the answers at the end. They can copy the phrases onto their own line.

---

exercise 1 and **exercise 2**
go for a walk (10); wash the car (7); go shopping (1); stay at home (3); do homework (4); go out with friends (11); play cards (6); meet a friend for a drink (5); clean the flat (8); go to a party (2); do nothing (9)

language point verb + noun collocation

Some of the collocations may require some checking:

- *go for a walk:* this means a short walk, e.g. an hour, not a day's walk.
- *go shopping:* NOT *~~go to shopping~~*
- *stay at home:* NOT *~~stay in home~~* The opposite of *stay at home* is *go out.*
- *do nothing:* this often means *relax* (at home).
- *meet sb. for a drink:* here, *meet* means *get together with sb.*
- *do homework: homework* is uncountable, so NOT *~~homeworks~~*. Also, students may think this means *housework.*

listening how to talk about last weekend

60–75 mins

- **ask and answer** about the weekend using **natural English** phrases
- **focus** on regular and irregular verbs
- **listen** to people talking about their weekend
- **talk** to other people about your weekend
- **write** a weblog about your weekend

lead-in

- For **exercise 1**, tell the class your favourite day and put them in groups to do the same.
- **Exercise 2** can be done by a process of elimination. See **language point** on the right.
- Play recording **6.5**, then get learners to practise the dialogues in the same way (**exercise 3**). After that they can mingle and ask others about their weekend.

grammar past simple regular and irregular verbs

- If your students are not familiar with 'weblogs' in **exercise 1**, tell the class more about them. See **culture note** on the right. To put the weblogs in context, ask the students in pairs to describe the pictures.
- **Exercise 2** allows for a quick reaction to the texts, but try to get learners to give reasons.
- Look at the examples in **exercise 3** so that learners realize that regular verbs can add *-ed* or just *-d*.
- **Exercise 4** highlights the additional syllable in the past tense with regular verbs ending in *t* or *d*, e.g. *wanted* and *decided*. Students are also often taught the difference between past tense endings pronounced /d/ or /t/, e.g. *cleaned* /kliːnd/ vs *liked* /laɪkt/. In our experience this is seldom a problem, although learners sometimes cannot hear past tense endings in connected speech. For example:

  a) I clean them / b) I cleaned them a) I like them / b) I liked them

  You really don't need to worry about these differences; even native speakers often only realize it is a past tense through their understanding of the context.
- **Exercise 5** concentrates on irregular forms. Three (*bought, saw, thought*) include the sound /ɔː/, and it is worth focusing on this as it comes up again in the next **help with pronunciation**.
- Advise students to keep a section of their notebooks for irregular past tenses, and add more as they encounter them. For the **test your partner** activity which follows, though, remember that this is the first time learners have met regular and irregular verbs together, so don't expect 100% accuracy .
- **Exercises 6** and **7** both provide further consolidation and practice of the past simple tense.

listen to this

- **Exercise 1** gives a taste of the two recordings which follow, and gives students a chance to tune in to the voice and the content: an account of their last weekend which recycles the past simple.
- When you are confident the students have understood the beginnings of the recordings, go on to **exercise 2** (check the answers), and then **exercise 3**. Move round and monitor to make sure their sentences are correct. At the end, elicit sentences from most pairs. Who got the most?
- **exercise 4** is a third account of someone's weekend, only this time students do not have the support provided by an incomplete diary: they must listen and decide what is relevant.
- The responses in the **natural English** box are very important. See **language point** on the right.

speaking it's your turn!

- Give learners time to compose their thoughts in **exercise 1**. They could look back at the weblogs and tapescripts **6.7** and **6.8** to pick out useful language. Move round and help where necessary, and move on to **exercise 2** when you feel they are ready. Stay in the background but take notes for later feedback.

writing

- Students could do this in class or at home, and once again, use the weblogs to help them. See also **ideas plus** on the right.

exercise 2
1 b 2 c 3 a 4 d

language point *not* and *a bit*

One very common feature of spoken English which is illustrated here is the use of a negative (*not*) with a positive adjective (*very interesting*), and *a bit* with a negative adjective (*boring*). Native speakers often use these combinations when they want to express a fairly negative opinion of something:

What was it like?	*Not very good / nice.* *A bit boring / slow.*

---

exercise 1
1 I had a lovely weekend.
2 The children loved it.
3 My weekend was OK but a bit boring.
4 That was a bit boring too.

exercise 3
+ *ed*: wanted, played, watched, stayed, washed
+ *d*: loved, decided

exercise 5
had, bought, went, saw, got, thought, did, met

exercise 6
1 had
2 wanted
3 bought
4 went; saw
5 stayed; watched
6 thought
7 decided; washed
8 met

culture note weblogs

There are websites on the Internet where ordinary people – they don't have to be famous – can write about anything they like. This may be something quite obscure but is just as likely to be a very mundane topic such as a typical day in their life or what they did last weekend.

These websites print material in a wide range of languages (just click on the country you want to access), and if you would like to see what they are like, in English or your own language, try this website:

www.bloggers.com

Your elementary students will find the English entries too difficult for their level, but some of the weblogs in English would make very interesting reading material for higher level learners.

---

exercise 1
yes

exercise 2
Juliet: Saturday evening: went to a party at her sister's. Sunday morning: 1 went for a walk 2 met one of her sister's friends for lunch
Tyler: Saturday: stayed at home. Sunday: 1 watched his son playing football. 2 watched a film.

exercise 3
see **tapescript** *p.150*

exercise 4
Federay: went to the cinema; the film was lovely.

language point learning to respond

Learners at this level, and higher levels too, need to be constantly reminded that providing feedback as a listener is a fundamental part of communication, and without it the speaker may be puzzled or even annoyed. The basic problem seems to be that low-level learners are concentrating so hard on trying to understand the incoming message that they sometimes forget responses that they would make instinctively in their mother tongue. In English, *yeah* and *right* are probably the two most common ways of doing this, and you should try to get learners into the habit of using these basic responses, not forgetting either the importance of maintaining eye contact as a listener.

---

can you remember ...?
was / were, had, did, decided, went, bought, met, got

ideas plus class weblog

You could set up your own class weblog in different ways: create your own Internet website where students can write weblogs; create a document on a school computer which students can contribute to; bring in a large class diary which students can write in.

Learners could write a weblog each week, or whenever they want. Even those who don't write much will probably be keen to read what others have written.

help with pronunciation and listening

30–45 mins

pronunciation sounds /ɔː/, /ɜː/, and /ɒ/

- Students have already had several past tenses with the /ɔː/ sound, e.g. *bought* and *saw*, but the contrast here with /ɜː/ is a common problem for some learners. The back of the tongue is more raised for the /ɔː/ sound and the lips are more rounded; for the /ɜː/ sound, the lips are more neutral and relaxed.
- When you have checked **exercise 1** and drilled the pronunciation round the class, put learners into pairs. Go through the example for **exercise 2** carefully, then let them work together. Move round and monitor, then play recording **6.9** (**exercise 3**), so they can check their answers and practise orally.
- **Exercise 4** provides further consolidation.

exercise 1
a morning walk; dirty work; a hot wash

exercise 2
1 August 2 early 3 learn 4 shops 5 coffee 6 four

exercise 4

/ɔː/	/ɜː/	/ɒ/
August	Thursday	what
saw	first	want
morning	early	shops
daughter	learn	coffee
walked	work	
bought	thirty	
more		
four		

listening prediction (1)

- Prediction is a key skill in listening and often used in one's mother tongue. In a foreign language though, some learners concentrate so hard on trying to understand the individual words that they sometimes overlook this important skill.
- Start by getting learners to do a prediction exercise. See **ideas plus** on the right.
- Explain the situation in **exercise 1** very clearly. If you have used **ideas plus**, you could ask the learners for an example rather than showing them the one in the book. They can then work in pairs and you can write their ideas on the board. Play recording **6.10** (**exercise 2**). If the correct answer is one they have predicted, they should get the answer easily because they will be expecting it. And this is the key to prediction: the more students can predict successfully, the easier listening becomes. The converse, however, is equally true: if students find it difficult to predict successfully – this may happen for cultural reasons – listening is more difficult.
- Continue with **exercise 3**. If **exercise 1** was difficult, elicit another example before the pairwork.
- **Exercise 4** introduces a new situation which is less predictable. In other words, students may have to think of a wider range of possible problems in order to include the correct answer in this case. When students do **exercise 5**, it would be interesting to see whether their ability to predict the correct answer contributed to their understanding of the recording.
- The **natural English** (**exercise 6**) box highlights high-frequency phrases used in tapescripts **6.10**, **6.11** and **6.12**. See if students can first complete the dialogue correctly, then let them use the tapescripts to check their answers. Afterwards they can practise with a partner. Monitor their pronunciation and make sure they say /wʌri/ and not /wɒri/.

exercise 2
His train was late.

exercise 3
There were no taxis.

exercise 5
There were lots of people in the shops; she didn't have her credit card.

exercise 6
see **tapescripts** *p.150*

ideas plus prediction

To tune learners in to the idea of prediction, divide the class in half and write these sentences on the board:

The restaurant last night was terrible.

Our holiday in Spain was fantastic (choose a different country if you work in Spain).

Tell the class that each sentence is the opening remark made to them by a friend. What do they think their friend is going to say next? Ask one half (in pairs) to write down ideas for the first sentence, while the other half do the same for the second. After several minutes, ask each half to shout out their ideas. Write them on the board. Do the other half agree? You should end up with two lists which contain some / all of these predictions (plus others):

Restaurant	**Holiday**
food wasn't good	great weather
service was slow	excellent hotel / villa
possibly too expensive	good food
too crowded / noisy / full of smoke	not expensive
not enough room	friendly people; lots to do and see

test yourself!

test your vocabulary

1 castle, palace, cathedral, market, church, bridge, museum
2 last night, a week ago, in 2000, yesterday evening
3 possible answers: go out with friends, play cards, wash the car, go shopping, stay at home, go for a walk

gap-fill

1 were
2 both
3 went
4 ago

error correction

1 I **did** a lot of homework last night.
2 We **decided** to stay at home yesterday.
3 **Were** you late for school this morning?
4 She **bought** the car in 2004.

six review

45 mins

grammar past simple and past time phrases

- Elicit a couple of examples for **exercise 1**, then monitor and help while students are writing, and supply vocabulary if necessary. You can remind students where the irregular verb list on *p.158* is in case they want to refer to it.
- Demonstrate what to do in **exercise 2** by supplying a few sentence endings of your own and ask students to guess the time phase; then put them in pairs. Student B can look at the time phrases in **exercise 1** if they need to.

vocabulary past time phrases, verb + noun collocation

- This exercise collects together a number of common errors. Let students work alone or together. You could suggest at the end that they have a minute to check their answers in the **wordbooster** on *p.50*, then go through the answers together.

vocabulary past time phrases, verb + noun collocation

1 evening
2 a few days ago
3 last week
4 in
5 at
6 do
7 go shopping
8 went home

natural English

- Once they have finished **exercises 1** and **2**, students could practise the dialogues in pairs until they can say them without looking.

grammar past simple verbs

- Make it clear students have to choose any nine past tense forms for their grid in **exercise 1**. Check they are filling them in correctly, and if they make a mistake, refer them to the irregular verb list on *p.158* to correct themselves.
- When students are ready, explain how to play the game. Demonstrate on the board with an example (write up a few past tenses, then call out the infinitive form of one of the verbs, and cross out the past tense form, or ask a student to). Tell them to shout 'BINGO' when they have crossed out nine. Read out the infinitive forms in random order until someone calls 'BINGO', then ask them to read their past tenses aloud to check.
- Arrange small groups of four or five for **exercise 4**, nominate a bingo caller and tell students to draw up a new grid to complete.

seven

in unit seven ...

reading biographies *p.66*

wordbooster appearance character *p.68*

listening how to ... talk about people you know *p.70*

extended speaking people from your past *p.72*

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reading biographies

75–90 mins

- **focus** on vocabulary about life events
- **practise** past simple negatives
- **read** a biography of JK Rowling
- **link** actions using **natural English** link words
- **focus** on past simple questions
- **read and exchange** more information about JK Rowling
- **interview** a partner about what they did

vocabulary life story

- You could begin by pre-teaching *was born*. Tell the class where / when you were born, e.g. *I was born in a town near Milan; I was born in 1980.* Highlight the form and the pronunciation /wəz/. Students can then make sentences about themselves. If you think anyone would be sensitive about saying when they were born, don't ask them. Then go on to **exercise 1**, using the pictures to help with the meaning of some of the phrases in the box. There are a few new verbs here, but students will be able to complete most sentences by a process of elimination, as they are in a predictable chronological order. See **ideas plus** on the right.
- Use the recording in **exercise 2**, or supply the answers yourself. In any case, give students an oral model, drill the past forms, then get them to practise in pairs. A **test your partner** activity would be suitable here: student A says a sentence beginning and student B (whose book is shut) completes it. Monitor and correct common errors, e.g. *~~I born in~~* ..., *~~I leave the school~~* ... , *~~I married to an engineer~~*, and the pronunciation of *grew(up)* /gruː/, *became* /bɪ'keɪm/, and *worked* /wɜːkt/.
- **Exercise 3** focuses on the infinitive forms of the verbs in **exercise 1**. As part of learner training, you could ask students to write the infinitives and past forms in a list in a section set aside for this (see **unit 6** *p.62*). Remind them about the **irregular verb list** on *p.158*.

Want to know more? Go to **how to ...** develop learner independence (record keeping) *p.153*

grammar past simple negatives

- Students focus on the negative form of the past simple in **exercise 1**, in a dialogue which relates back to the vocabulary in the previous section. If you think your students need more support, ask them to look at the sequence on *p.55* and tick the verbs they hear, i.e. *be born, grow up, leave school, go to university.* Then play the recording again for students to complete the gaps. They haven't come across *didn't* before, but they should be able to pick it up as it is repeated several times. Monitor to see how they are coping, then replay the recording as necessary before they compare and check in **exercise 2**. Go over the answers at the end, and write *didn't leave* and *didn't go* on the board. Highlight *didn't* + verb, NOT *~~didn't~~* ~~+ past simple~~. See **language point** on the right.
- The forms are consolidated in **exercise 3**; go over the answers quickly. Use the board so that students can check their spelling.
- **Exercise 4** is a past simple negative drill done in pairs, which practises listening and transformations. The aim is to help automaticity. Demonstrate the first example with a student in front of the class, then organize pairs facing each other, and make it clear they mustn't look at each other's books: they have to listen and transform the sentences.
- Give students time to think about their answers to **exercise 5**. Point out they will need to use positive and negative forms, and demonstrate by talking about your own life. Try to include examples with more information to extend the speaking. Students will be focusing on past tense questions later in the lesson, so don't get them to ask each other questions at this point.

all in the past

exercise 1

2 in a small village
3 school at 18
4 to university
5 a teacher
6 in a school in Scotland
7 to an engineer
8 a baby

exercise 3

grow / grew up; leave / left; go / went; become / became; work / worked; get / got; have / had

ideas plus processes

Learning words and phrases in sets of sequences or processes is useful in a number of ways. A logical sequence (such as a life story) can make it easier for students to understand new items, as the chronological order helps with meaning. Secondly, it is much easier to memorize a coherent and recognizable sequence than a random list of items: learners can relate it to their lives, and they have a ready-made written record. Thirdly, it is useful for testing and practising (for example, you can provide the phrases jumbled for students to put in order). Each learner can then rehearse a sequence of phrases, which provides volume of practice.

As they progress, there are many sequences and processes that students can learn like this. In **unit 4**, students learnt a sequence of daily routines. They can also learn vocabulary in processes such as buying clothes, making a drink or a dish, making a phone call, writing a letter, getting ready to go out, etc.

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exercise 1

see **tapescript** *p.150*

exercise 3

You didn't want it; He didn't get the job; She didn't buy the book; We didn't go there yesterday; They didn't do it.

exercise 4

Student A

1 I didn't see her yesterday.
2 She didn't become a doctor.
3 We didn't leave early.
4 They didn't buy a new car.
5 He didn't work on Sunday.
6 They didn't go to school.
7 She didn't have chicken for dinner.
8 They didn't get married.

Student B

1 I didn't get to work late.
2 We didn't have lunch in the park.
3 They didn't want to go.
4 He didn't meet me at the station.
5 She didn't do her homework.
6 She didn't grow up in Paris.
7 He didn't go to the cinema last night.
8 I didn't clean the flat yesterday.

language point *did / didn't*

The past simple negative form is quite straightforward: *didn't* + verb. There are no irregular forms or *–d* / *–ed* endings to worry about or pronunciation issues, and the forms are the same for all persons. However, some learners tend to simplify the forms, e.g. ~~*I no work yesterday.*~~ / ~~*I not go out last night*~~, and the auxiliary verb *do* (*does* / *did*) simply doesn't spring to mind. For this reason, you may need to highlight and practise question forms extensively.

Did is clearly a past time marker in questions (*Did you see her yesterday?*) and negatives (*We didn't do it*), but it is only used in the positive form for emphasis, e.g. *I'm sure I did turn that light off.* Steven Pinker in 'The Language Instinct' (Penguin 1994) suggests that 'the past tense ending *-ed* may have evolved from the verb *do*: *He hammered* was originally something like *He hammer did*.' This may not help elementary learners, but it is interesting for teachers to know.

read on

- **Exercise 1** aims to activate students' knowledge of the topic to help prediction and motivation. Most will have heard of Harry Potter, but may know little about the author. See **ideas plus** on the right.
- The task in **exercise 2** encourages learners to read for gist understanding. You could set a time limit, e.g. a minute and a half, then let students compare answers.
- **Exercise 3** further checks understanding of the text. In feedback, ask students to give reasons for their answers, e.g. *I was born in 1965* – this is true: the text says J K Rowling was born near Bristol in 1965.
- Throughout the lesson reading skills and language work are integrated: **exercises 1, 2**, and **3** are skills-focused, while **exercises 4, 5**, and **6** are language-focused but rely on the context of the article. Focus on the examples in the **natural English** box (**exercise 5**). Write them on the board, and then check understanding, e.g. you could also ask students to plot the sentences on a timeline. Focus on *after that*: show with arrows on the board that *that* refers back to *went shopping*. Point out the punctuation: two sentences are linked with a full stop and capital letter for the link work / phrase, but two are linked by comma + *and*. Practise the sentences in the **natural English** box orally.
- When you have checked the answers to **exercise 6**, students can practise in pairs: A says a sentence, e.g. *I sold my computer, and then I bought a laptop*; B uses a different linker, e.g. *I sold my computer. After that, I ...* .

grammar past simple questions

- Go over the answers to **exercise 1**, and highlight the form: *did* + verb, not ~~*did* + past form~~.
- Students could do **exercise 2** together. Monitor and see if they have understood the *was / were* and *did*.
- Students won't be able to answer all the questions in **exercise 3**, but they will find out the rest of the answers in **exercises 4** and **5** in an information gap reading activity in pairs. At this point, however, they can only tell you the answers to questions 2, 5, 6, 9, and 12.
- For **exercise 4** make sure students don't look at their partner's text. When they have finished they need to check which questions they can now answer. Go over the answers together.

speaking it's your turn!

- This gives learners the opportunity to use the simple past in a personalized way. For **exercise 1**, students could ask you the questions, and you can check accuracy, especially in the follow-up questions, e.g. *Did you go on holiday?* Expand on your answers to provide a model for the students to follow. At the end, give pairs a minute to think of questions to ask you. For variety, do **exercise 2** as a mingling activity. Monitor and make notes on good language use, and give feedback using the board. Listen for any interesting experiences that students could tell the class. See **ideas plus** on the right.

wordbooster

30–45 mins

appearance

- Some elementary students will know some items in **exercise 1**, but they may make errors with the verb form *have got*. For others, there may be a lot of new language. They can work in pairs, but demonstrate first with some examples. See **ideas plus** on the right.
- In **exercise 2**, focus on word stress in the longer words and the silent *r* in *dark*, *hair*, *short*, and *beard*.
- In **exercise 3**, students will already know *very*, but *quite* is likely to be new. After checking understanding through the pictures, focus on the pronunciation of *quite* /kwaɪt/.
- In **exercise 4**, make it clear that they mustn't write the students' names. Monitor, correct, and help with vocabulary. You could pin the texts on the wall and let students read them and identify the descriptions.

character

- Students will need some of the vocabulary in **exercise 1** in the next lesson (describing teachers). Go over the answers together, and drill the pronunciation of the items. For more work on vocabulary connected with character and appearance, see **workbook, expand your vocabulary** *p.38*.
- **Exercises 2** and **3** provide an opportunity for learners to give their opinions. Do one example together, and encourage them to think of examples or reasons for their opinions. See **ideas plus** on the right.

exercise 2
Three: she worked for Amnesty International; she taught English, and French.

exercise 3
1 yes
2 no
3 yes (some students may not be sure)
4 yes
5 yes
6 yes
7 no
8 yes

exercise 4
was; wrote; grew up; left; went; had; met; got married; came back; did; became; sold; made

exercise 5
She went to Exeter University. **After that**, she moved to London. She also did a teaching course **and then** became a French teacher.

exercise 6 possible answers
I finished my homework, and then / after that, I went for a walk.
I worked in Poland for a year, and then / after that, I went to Korea.
We got married six months ago, and then / after that, we bought a flat.
We played computer games, and then / after that, we went out for a drink.

ideas plus biographies

The Internet is a great source for biographies of famous people and useful reading material for your learners. Now that they have some basic vocabulary describing stages in people's lives, and studied the past simple, they may be able to follow some simple biographies of people who interest them. (If they know some of the facts already, it will encourage them to read and make the task easier.) Go to www.biography.com, where there are 25,000 biographies of people from many different countries.

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exercise 1
Did she go to university? Yes, she did. Where did she get married?
She got married in Portugal.
Was she a teacher? Yes, she was. Were they happy? No, they weren't.

exercise 2
1 is
2 Did
3 did
4 did
5 Was
6 did
7 did
8 did
9 did
10 Did
11 Did / Does
12 does

exercise 4
Student A can answer these questions:
3 French
8 She knew a family called Potter
10 Yes – to a doctor called Neil
Student B can answer these questions:
1 Joanne
4 two years
7 because her sister lived there
11 Yes – a boy called David, and a girl called MacKenzie.

---

can you remember ...?
They didn't want to see me. Did they want to see me?
Why did they want to see me?
Did she get married last year? When did she get married? She didn't get married last year.
Where did he have dinner? He didn't have dinner at Nando's. Did he have dinner at Nando's?

ideas plus writing

Students could write a short personal biography for homework using the vocabulary on *p.55*. To begin with, suggest a structure which they can use to talk to a partner: when / where they were born, where they grew up and went to school, when they left school, etc. If your students are still at secondary school, you might ask them to include information about their family, which different schools they went to; where they travelled to and when, etc.

---

exercise 1
he's ... / she's ...
tall thin beautiful (women)
short a bit fat good-looking (men)

he's ... / she's got ...
short brown } hair
medium-length blonde } hair

he's got ...
a beard
a moustache

exercise 3
1 b
2 c
3 d
4 a

ideas plus class descriptions

Instead of the texts in **exercise 1**, you could write similar descriptions about students in your class, using the vocabulary in the section (but not including *fat* to avoid offence). Underline the key vocabulary, and make copies for the students. They can use dictionaries if necessary. Then use the table in **exercise 1**. If you do this activity, you will need to adapt **exercises 4** and **5**, or it will be too repetitive. For freer practice, students in pairs could write about two people in the class, saying what they have / don't have in common, e.g. *X and Y have got quite long hair, but X has got dark hair and Y has got blonde hair. They're both attractive*. They can then swap their descriptions with another pair to read and identify.

---

exercise 1
funny / serious
hard-working / lazy
clever / stupid
interesting / boring
nice / horrible

ideas plus student questionnaire

Ask students in their groups to make up questions of their own on similar lines to **exercise 2**. You could suggest some prompts, e.g. models, artists, actors, or whatever is relevant to your teaching context. They can look up different professions in dictionaries and even different adjectives (but they might have to explain these). Each group should write out three or four questions, talk about their own answers, then give them to another group to discuss. Do they agree?

listening how to ... talk about people you know

60–75 mins

- **talk** to a partner about photos you possess
- **focus** on object pronouns
- **describe** other people using **natural English** phrases
- **listen** to people talking about a teacher from their past
- **talk** to other people about one of your old teachers

lead-in

- If you can bring in either a photo album with pictures of family and / or friends, or better still photos of you as a baby / child (students will love this), this would be a stimulating way to introduce the student discussion, as well as providing motivating listening practice.

grammar object pronouns

- There are certain predictable problems with object pronouns. See **language point** on the right.
- Let students look at the photos before **exercise 1**. If they need extra support, let them listen once to see who the people are, then again to complete the sentences. Check the answers and make sure that students can hear exactly how the different pronouns are pronounced.
- When you go over the answers to **exercise 2**, you could write several complete sentences on the board to put subject and object pronouns clearly in context. For example:

  He told me yesterday. *She met them at the station.* *We found it in the park.*
- As some of these pronouns can be quite difficult to hear, **exercise 3** provides further listening practice. Afterwards, go through the example clearly in **exercise 4**, and if necessary, do the first one together before students complete it themselves. Check the answers before they do **exercise 5** in pairs. You can use the **language reference** and **practice exercises** now or later.
- The **natural English** box introduces: *What's he / she like?* to enquire about character and / or appearance. We use *What does he / she look like?* to ask about someone's appearance. At this stage the latter question is best avoided, as students may get confused.
- In the further practice (**exercise 7**), listen to the pairs and help with any specific vocabulary needs.

listen to this

- The photos show four subjects being taught, but you can teach more. See **ideas plus** on the right.
- Elicit the answers to **exercise 1**. **Exercise 2** invites them to predict the opening to the listening – following on from the focus on prediction in the previous unit – and in this case there is a fairly predictable discourse structure that learners should recognize, i.e. starting with the teacher's name and the subject. If these two are not predicted, it may indicate a difference in the discourse structure between English and their L1, which could make prediction quite difficult. If so, you will need to give more support to your students in pre-listening activities. Play recording **7.7** for students to see if their predictions are confirmed.
- Give students time to read through the sentences in **exercise 4** then play the recording. Play it again if necessary and check the answers before Glen's story. Finally move on to the **listening challenge** (**exercise 5**). By this stage students will be familiar with the interview format.
- The language in the **natural English** box has appeared several times in the previous two tapescripts, so students shouldn't find the task difficult. You can highlight the fact that the 't' in *last* is not pronounced, and they will sound more natural if they do the same. They can search for more examples in **7.7** and **7.8** (**exercise 6**) to consolidate their understanding, before practising the language in **exercise 7**.

speaking it's your turn!

- If your students all know each other well, see **troubleshooting** on the right.
- The students shouldn't need too much time or help with **exercise 1** as the previous listening gave them several clear models. Move round and help learners while they prepare.
- When students mingle for **exercise 2**, they should use the first question to start the interview, and then select from the others if their partner doesn't give them the relevant information. You could interview a strong student yourself to provide them with a model.
- While they are talking, make notes, and at the end bring the class together for feedback on their findings, e.g. Which character adjectives were used a lot to talk about teachers? Were there any funny stories to share? Finish with language feedback, balancing correction with examples of good language use.

Want to know more? Go to **how to ...** monitor and give feedback, intermediate **teacher's book** *p.156*

exercise 1
see **tapescript** *p.151*

exercise 2
I / me you / you he / him she / her they / them

exercise 3
1 it 3 us 5 me 7 you
2 him 4 them 6 her

exercise 4
1 it 3 him 5 it; us 7 it
2 them 4 them 6 her 8 them

exercise 6
see **tapescript** *p.151*

language point object pronouns

These are some of the problems your learners may have:

- In some languages object pronouns are not used, resulting in this common error:
  A Is the food OK?
  B Yes, I ~~like~~. (like it)
- Subject and object pronouns may be the same in the students' mother tongue, or they are simply confused:
  I saw ~~they~~. I don't like ~~she~~.
- There may be differences in word order, with the object pronoun coming before the verb in the students' mother tongue:
  She ~~me~~ asked.
- Finally, there is the difficulty of hearing certain object pronouns at the end of sentences, especially when the 'h' is omitted from *him* /ɪm/, *her* /ɜː/, or with the weak form of *them* /ðəm/. **Exercise 3** highlights this problem and provides additional listening practice.

exercise 1
1 geography 2 music 3 drama 4 maths

exercise 2
The teacher's name and the subject he taught.

exercise 4
Lynne's teacher:
1 geography 3 strict 5 didn't like her
2 wasn't attractive 4 three years

Glen's teacher:
1 drama 3 funny 5 liked her (very much)
2 old 4 four or five

exercise 5
Juliet's teacher: (accept any of these, but students will probably not get all of them) she talks about her English teacher, Grace Benn; she was serious, clever, interesting; Juliet was scared of her because she was strict. She was her teacher for two years. She last saw her 25 years ago.

exercise 6
see **tapescript** *p.151*

ideas plus extra vocabulary

Opportunities sometimes arise to teach additional vocabulary; this may be the right moment to teach further school or university subjects as students may need some of them in **speaking it's your turn!** later.

Taking your cue from the photos in the **student's book**, bring more pictures or diagrams to class which illustrate other subjects, e.g. a photo of a battle (*history*), a photo of different composers (*music*), someone painting (*art*), a graph showing inflation or interest rates (*economics*), sentences in a foreign language (e.g. *German*), and so on. Make photocopies, then see if pairs or groups of students can identify the subjects. Many are similar in different languages, so the main focus may, in fact, be pronunciation.

can you remember ...?
He works near me / you / him / her / it / us / them

troubleshooting adapting material

If your students are likely to choose teachers who may be your colleagues, both you and they might find this a rather sensitive subject to discuss. Equally, if the students are the same age and know each other well, they might choose teachers who everyone knows – in this case the activity won't be as successful.

If either of these situations apply in your teaching context, you could extend the the idea of a 'teacher' to include anyone who has given some form of tuition or training in the past, e.g. a football coach, a scout leader, etc. If learners think more laterally, they should be able to choose someone who is neither your colleague nor someone that the other students will all know.

extended speaking people from your past

45–60 mins

collect ideas read and answer questions about old friends

interview a partner about their friend

tell your partner's story

write your own story

- It is important at the beginning of this activity to let learners read the boxes at the top of the page which tell them what they are going to do in the lesson, or tell them yourself. This will enable them to get the whole picture. You should also give them time to look back at the **can you remember ...?** boxes which appear in the unit.

collect ideas

- This first section provides learners with a framework which will help them when they come to do the extended speaking activity. **Exercise 1** is an opportunity to recycle language from the **wordbooster**, while **exercises 2** and **3** test students on a text which gives them a model for the activity. After checking the answer to **exercise 2**, see if students can explain the meaning of *go out with sb* (= be boyfriend and girlfriend) and *heartbroken* (= very sad). Both items are guessable from the context and not difficult for learners to paraphrase. While the pairs work on **exercise 3**, move round and monitor.

exercise 2
Oliver was Isabel's boyfriend.

exercise 3
When did she meet Oliver? Two years ago.
Where did they meet? On a business trip.
What was he like? He was tall, dark, quite good-looking, funny, and clever.
How long did she go out with him? Six months.
Why did she stop seeing him? Because he moved to Munich.
Did she see him again? No.

prepare an interview

- As the interview is designed to practise the past simple (among other things), make sure the students choose someone they don't see now (**exercise 4**). When they have chosen someone, their partner can start working on relevant questions to ask them. Allow plenty of time for **exercise 5** and move round to check that everyone has a wide range of questions to ask. Most will use the prompts to form questions, but do encourage learners to think up other questions as well.

interview

- When everyone is ready, the pairs can interview each other (**exercise 6**). There may be quite a lot to remember for **exercise 7**, so you could let learners scribble down a few key facts (but not complete sentences). When they have finished, they can move on to **exercise 7**; they should obviously correct any information that their partner gets wrong, or add any important information they have omitted / forgotten. Monitor throughout these stages, and again in **exercise 8**, making notes for feedback later (language and content).

tell a story

- When you are satisfied everyone is very familiar with their partner's story, move on to **exercise 8**. Bring the activity to a close while it still has momentum, i.e. don't let one pair carry on if everyone else has finished, and finish with some class feedback on both content and language use. The content might involve you asking students for more information about particular people, while the language feedback should include important error correction as well as positive language use. It is important for learners to go away feeling encouraged by their efforts and the fact that (given their level) they have sustained a conversation.

writing

- Students could do the writing (**exercise 9**) in class or at home (probably depending on available time) but it would be nice to put the stories on the classroom wall or noticeboard for others to read. You could also ask them to guess who wrote each story, and who they were describing (i.e. the student in class whose friend it was).

seven review

45 mins

vocabulary appearance

- **Exercise 1** on *p.62* provides learners with a model for the activity they do afterwards. Go through the example dialogue with the class. By now, students should have the idea of pictures which are similar but not identical.
- Put the pairs together for **exercise 2** and direct each to their set of pictures. Make sure they don't look at, and can't see, each other's, then explain they have to describe their pictures to each other in order to find the differences (as in the example in **exercise 1**). The pictures are numbered, and it is important that each person specifies the number of the picture when they start the description. At the end, elicit the answers and correct any errors.

exercise 2
1 A's man is young, B's is older.
2 A's woman has got long hair, B's has got short hair.
3 A's girl is thin, B's is a bit fat.
4 A's man has got a beard, B's hasn't.
5 A's woman is young with blonde hair, B's woman is older with white hair.
6 A's man has got a moustache, B's hasn't.

vocabulary life story

- **Exercise 1** may take students quite a lot of time and some will certainly need help organizing their ideas. If some finish before others, you could pair them up to proofread each other's work and correct any mistakes. When the whole class is ready, move on to **exercise 2**.

natural English

- Students could do **exercise 1** individually, then check with a partner before going on to **exercise 2**.

test yourself!

test your vocabulary
1 short, attractive, beard, moustache, medium-length blonde, thin, beautiful
2 serious, interesting, lazy, nice, clever
3 was; grew; got; had

gap-fill
1 did 2 after 3 is 4 didn't

correct the errors
1 When did she **become** a teacher?
2 He doesn't like **her**.
3 I **didn't** go out last night.
4 When **did** you last see him?

eight

in unit eight ...

reading
I got lost!
p.74

wordbooster
prepositions of place
come and *go; bring* and *take*
p.76

listening how to ... get around a building
p.78

help with pronunciation and listening
pronunciation sounds: /ʃ/, /tʃ/, and /dʒ/
listening: prediction (2)
p.80

test yourself!
p.81

review
p.81

wordlist
p.137

reading I got lost!

75–90 mins

- **talk** about places where you get lost
- **focus** on vocabulary for getting around
- **ask** for and give directions in the street using **natural English** phrases
- **read** two stories about people who got lost
- **focus** on *how much / many*
- **write** a lifestyle questionnaire and **interview** other students

lead-in

- You could start the lesson with your own anecdote about getting lost. This will be motivating for the students and provide excellent listening practice.

Want to know more? Go to **how to ...** communicate with low-level learners (teacher talk) *p.164*

- You may have to teach the phrase *get lost*. See **troubleshooting** on the right.
- You can then ask students when and where this happens to them and carry on with **exercise 1**. Come back to any interesting or amusing stories.
- You could use **exercise 2** now or later for useful recycling.

vocabulary getting around

- Although learners may be familiar with some of these verbs, the list in *Why do people get lost?* includes a number of phrases which may not transfer easily into the learners' mother tongue. See **language point** on the right.
- You could do **exercises 1** and **2** at the same time, as the pictures illustrate and reinforce the meanings of the sentences, and should help learners. Check the answers, and drill the pronunciation.
- **Exercise 3** is a chance to personalize the sentences. Go through one or two examples with the class, then put students in pairs or small groups.
- The **natural English** box continues the theme and highlights common phrases for asking for directions. The main focus is this use of *way*, but also the important phrase *excuse me* (to attract someone's attention) and the use of *wrong* referred to earlier. The task in **exercise 4** forces students to listen carefully, and at the end you can explain that the words in brackets are optional in all these sentences – students need to be aware of this. Replay the recording and practise the pronunciation (**exercise 5**).
- For **exercise 6**, you could brainstorm five places near the school as a class on the board, then put learners into pairs for the practice activity. Move round and monitor, and notice if any of the students are able to reformulate the sentences in different ways which are also correct.

  For example: *Can I get to the post office this way?*

read on

- **Exercise 1** is for students to gain a general understanding. Let the class read and familiarize themselves with the questions first, then set a time limit for reading the text, e.g. two minutes, to force them to read quickly for gist and not read word for word using a dictionary (extend it if they are struggling). Check the answers before students read the article again and complete **exercise 2**. You may be interested to know that, despite sounding highly implausible, both stories are actually true. Does anyone in the class know of similar stories?
- All the words in the **glossary** for this text are extremely useful. You could give learners time to look at the items again (and any others in the stories) and ask you any questions. The next section focuses on grammar, but some of the practice makes further use of these stories.

exercise 2
She got lost in Beijing. She couldn't read the street signs in Chinese.

troubleshooting teaching through a situation

You could use translation with a monolingual group; alternatively, you may have to build up a situation, e.g. draw a simple street map on the board, show the place where you wanted to be, then explain: you went along a street, you didn't know the street, there was no name, and soon you ... (look around confused and bewildered) *got lost.* Repeat the phrase, write it on the board, ask students for the tense of *got* and what the infinitive of the verb is. You can then check their understanding by asking them what a person can do in this situation ('ask someone in the street' is the most likely answer).

---

exercise 1
They *ask for* directions but don't *understand* them; they forget to *take* a map; they *get on* the wrong train; they *get off* at the wrong station; people *give* them the wrong directions; they *forget* the way; it's dark and they can't *see* the road signs

exercise 2
1 they get on the wrong train
2 they forget the way
3 they get off at the wrong station
4 they forget to take a map
5 they ask for directions but they don't understand them
6 people give them the wrong directions
7 it's dark and they can't see the road signs
8 they don't ask for directions

exercise 4
see **tapescript** *p.151*

language point *wrong*

This is a very high-frequency word in English and comes up in the **natural English** box in **exercise 4**. As an adjective, it has a number of different meanings:

- in the context here, it means 'not the one I wanted or intended', e.g. *I got on the wrong train; I went the wrong way* (opposite = *right*). In some other languages this meaning is expressed in a completely different way or with a different adjective.
- another closely related meaning is 'not correct', e.g. *That's the wrong answer.* (opposite = *right*).
- it can also mean 'a problem', e.g. *There's something wrong with (the phone)*. With this meaning, the opposite is not *right*. (The opposite is: *There's nothing wrong with the phone.*)

You don't need to go into this detail with your learners now, but it is useful to be aware of the potential problems they may have with this word.

---

exercise 1
1 a and c　　2 b and c

exercise 2
Paris story:
1 Dover
2 France (Calais)
3 place near Switzerland on the border
4 Luxembourg
5 Belgium
6 Netherlands (Rotterdam)
7 Germany (Bonn)
8 Dover

grammar *how much / many?*

- **Exercise 1** revises countable and uncountable nouns, which is the basis to understanding the difference between *(how) much* and *(how) many*. See **language point** on the right.
- Students should complete the table quite easily through a process of deduction, and the table also highlights the fact that *none, quite a lot,* and *a lot* can be used equally with countable or uncountable nouns.
- First nominate A / B pairs, then put As and Bs together to work on **exercise 3**. Make sure everyone has the right answers before moving on. Move round and monitor the pairs while they are doing **exercise 4**, and refer them back to the text if you notice any incorrect answers. Finally, establish A / B pairs and let them ask each other their questions (**exercise 5**).
- **Speaking it's your turn!** provides freer personalized practice of *how much* and *how many*. If you feel your students are ready for this, set the **language reference** and **practice exercises** for homework.

speaking it's your turn!

- While practising the grammar from the previous section, this is a much freer activity to end the lesson. Some students may keep to the verbs provided in **exercise 1**, but encourage pairs to think up their own examples and give them the support to do this. When the pairs have written at least five questions, they can interview other students (**exercise 2**). Let them interview more people if it is going well. Finally, send them back to their original partner to discuss their findings (**exercise 3**).

wordbooster

30–45 mins

prepositions of place

- The position on the map guides learners to the meaning of the different prepositions for **exercise 1**, although we would expect them to know some of them already. If you are familiar with your learners' L1, you will be aware which concepts are likely to cause most difficulty, but a common problem is *in* and *on* because they are used in a similar way. See **language point** on the right.
- Practise the pronunciation of the sentences round the class, then divide the students into pairs for **test your partner**. Students will get freer practice of these prepositions in the next lesson.

come and *go*; *bring* and *take*

- These verbs are together as they share the same conceptual problems. See **language point** on the right. Students could do **exercise 1** in pairs. When you check the answers, clarify the basic concept for your students, i.e. *come / bring* express a movement towards the speaker; *go / take* express movements to other places (often away from the speaker). Use gestures to reinforce the concept.
- In **exercise 2**, A / B pairs have to listen to a recording and follow instructions (involving the use of all the target verbs). If any of the pairs make a mistake, stop the recording and go back to the beginning. Do this until all the pairs can carry out the instructions accurately.
- **Exercise 3** is a concept check. Students complete the tapescript they have just listened to.

exercise 2

none   not **many**   **quite** a lot   a **lot**
none   not much   **quite** a lot   a lot

exercise 3

Student A
1 How many?   4 How many?
2 How many?   5 How many?
3 How much?   6 How much?

Student B
1 How many?   4 How much?
2 How much?   5 How many?
3 How much?   6 How much?

exercise 4

Student A
1 not many   3 quite a lot   5 a lot
2 none   4 quite a lot / a lot   6 none

Student B
1 a lot   3 none   5 not many
2 not much   4 not much   6 none

language point expressing quantity

We normally use *much* and *many* in negatives and questions: *much* is used with uncountable nouns and *many* is used with plural nouns:

I haven't got much money.   *Do you know many Spanish people?*

In affirmative sentences we normally use *a lot (of)*, which can be modified by *quite*:

We've got (quite) a lot of bread.

(NOT *~~We've got much bread~~*.   *There were many people* is possible but very formal.)

In replies to questions beginning *how much* or *how many*, we often use *a lot, quite a lot, not much*, and *not many*. We can use these phrases without a noun if the meaning is clear.

Not much / many is similar to *a little / a few*, but often more negative:

How many are there?   *Not many.* (= less than I hoped or expected)
A few. (= better than nothing)

To emphasize a negative without a noun we use *none*:

How much food is there?   *None.*

How many students came to the lesson?   *None.*

---

can you remember ...?

get **off** at the wrong station   get **on** the wrong train   Which **way** is the station?
ask for directions   How **much** money have you got?

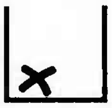
---

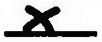
exercise 1

The hotel's **next to** the bank.
The bank's **opposite** the cinema.
The cinema's **between** the shop and the café.
The car park's **behind** the hotel.
The hotel's **near** the church.
The statue's **in front of** the park.
The lake's **in** the park.
The boat's **on** the lake.
The park's **at the end** of the road.

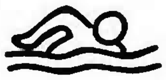
language point *in* and *on*

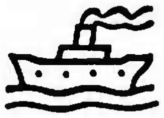
Both describe the position of something, but we normally use *in* meaning 'within' a room, building, area, city, etc., and *on* to refer to the 'surface' of a room, area, etc.





It's in the kitchen.   but   *It's on the kitchen floor.*
We sat in the field.   but   *We sat on the grass.*





We went in the river. (swimming)   but   *We went on the river.* (in a boat)

Some examples illustrate how closely the concepts overlap. We would probably prefer *we got **on** the train*, but we could also say, *we got **in** the train*.

---

exercise 1

1 come   2 go   3 bring   4 take

exercise 3

see **tapescript** *p.151*

language point *come / go* and *bring / take*

Students may find these verbs difficult for several reasons:

- their own language may use a single verb to express *bring* and *take*.
- the conceptual difference of movement towards or away from the speaker can be more complex than that. *Come* or *bring* can describe a movement towards a place where the speaker will be in the future (but isn't there now). For example: *Can you come and pick me up at home at six?* (i.e. that is where I will be then.)
- *bring* and *take* are transitive, e.g. *Bring it to me* (not *~~Bring to me~~*).
- all four verbs have a range of meanings in English which do not always transfer to the learners' L1 using the same verbs.

listening how to … get around a building

60–75 mins

focus on *there is / are* to talk about the classroom

ask for directions using **natural English** phrases

listen to people asking for and giving directions

learn vocabulary for directions, and ask for and give directions round the school

write directions for students to follow

grammar *there is / are*

- **Can you remember …?** revises the prepositions from the **wordbooster** on *p.66*, and these will be useful throughout the lesson. Do the activity as suggested, or try the following: write the prepositions from the **wordbooster** on the board, and ask pairs to draw simple diagrams to illustrate the meaning of any five of them. Do one yourself to demonstrate. Pairs then swap their diagrams with another pair to work out which prepositions are being illustrated.
- For **exercise 1**, let students ask you for vocabulary they need, or pre-teach / check a few items relevant to your classroom, e.g. *map, board, clock, bin,* etc. Bring the class together after pairwork, elicit and correct the sentences.
- Make sure students don't look up when they do **exercise 2**, as it's a memory game. Check the answers.
- The sentences in **exercise 2** include singular, plural, positive, and negative examples of *there is / are,* so students can make deductions when they do **exercise 3**. Do the table together using the board if you think they need extra support. Remind them about *some / any* with negative and question forms.
- **Exercise 4** provides controlled practice of the sentences in the table; you can drill these yourself without the recording if you prefer, but highlight and practise the linking and weak forms in the examples. Students practise question forms in **exercise 5**. Monitor and correct as they write. Get two students to read out questions for the class to answer before pairwork. See **ideas plus** on the right.

listen to this

- **Exercise 1** tunes learners in to the topic of the listening activity, which is asking directions around a school. This stage will also help with vocabulary: *stairs, lift, photocopier, first / second floor*. You can do this exercise either as freer practice, simply encouraging students to talk about what they can see, or in a more controlled way: work as a class and elicit sentences beginning *There is(n't) / are(n't)* … or *We've got / haven't got* … .
- The language in the **natural English** box in **exercise 2** forms part of the listening material which follows. Point out the use of *Excuse me* to attract attention (NOT *Excuse me, ~~sir / madam~~*), and bear in mind that *library* (= a place where you can read books and study) is a false friend in a number of languages (*librería = bookshop* in Spanish). Provide plenty of practice of these directions. You could write prompts on the board, e.g. *toilet, bookshop,* or other vocabulary you may have taught if you used **ideas plus.**
- The students listen for gist in **exercise 3**. Stop and check each conversation. Then go on to **exercise 4.**
- The short text in **exercise 5** will make the recording more accessible for learners, so let them read and absorb the information before listening.
- The **natural English** box in **exercise 6** focuses on *well,* a high-frequency item in spoken English. Here, they notice it so that they will recognize it in natural conversation. If you are near the end of a teaching period, you could stop at this point and come back to the directions vocabulary in the next lesson.

vocabulary directions

- This section provides language input on directions around a building. Once you have checked the answers to **exercise 1**, model the phrases orally for students to repeat, exaggerating the stressed words / syllables. Students can then do a mumble drill (i.e. say the phrases quietly to themselves while you listen and correct). See **language point** on the right.
- The practice in **exercise 2** revises the earlier **natural English** box, vocabulary for directions, and *there is / are*. Elicit and drill a couple of dialogues with the class before pair work. Monitor and give feedback while the students are working together. You can also encourage students to give directions in their building, but you will need to think about it in advance.

writing

- This is a writing game. You could write your own example on the board, similar to the one in **exercise 1**, but adapting it to the building you are in; see if students can work out where they are. Help them with new vocabulary as they work individually (or in pairs). At the end, collect in the writing, redistribute the sheets, and then (in **exercise 2**) students can work in pairs to decide where they are, noting down the answers. They pass the directions to the next pair and read a new one. See **ideas plus** on the right.

can you remember ...?
behind; on; in; next to; in front of; between; near; at (the end)

exercise 1 and **exercise 2**
This will depend on the classroom.

exercises 3 and **4**
see **tapescript** *p.152*

ideas plus extra practice

For further practice of *there is / are*, use the **language reference** and **practice exercises.** Here are two more suggestions:

1 change the topic: students could prepare questions to ask a new partner about their home, e.g. *Is there a phone in your bathroom? Are there any chairs in your bedroom?* For this, they will probably need to ask you for new words or use dictionaries. They then find a new partner and ask the questions.

2 grammar brainstorm: you could ask students to brainstorm sentences using *there is / are* on different topics, e.g. *What is / isn't there in the school building? What is / isn't there in the street outside?* For more information, go to **how to ...** use the board *p.146*, **try it out** grammar brainstorm.

---

exercise 2
see **tapescript** *p.151*

exercise 3
1 No, because the coffee bar doesn't have hot food.
2 Yes, because the receptionist makes the copies for him.

exercise 4

conversation 1
1 true
2 true
3 false

conversation 2
4 false
5 false
6 true

exercise 5
The woman wants the lift because she has to take some **books** to the **library**. The receptionist gives her directions – go upstairs to the **second** floor, along the corridor, turn **left** and the library is the second door on the right. She thanks the receptionist.

---

exercise 1
1 go upstairs
2 turn left
3 go along the corridor
4 do downstairs
5 turn right
6 it's at the end of the corridor
7 it's the second door on your right
8 it's the first door on your left

language point typical errors

Here are some typical problems for students with the phrases in **exercise 1**:

- *turn left / right*: the pronunciation of *turn* /tɜːn/ often causes problems; many learners also say *turn ~~on the right~~ / ~~at the right~~.*
- *it's on your left / right*: clarify the difference between movement (*turn left*) and location (*on your left*); some learners also say *it's on your left ~~side~~.*
- *go upstairs / downstairs*: in some languages, these phrases are translated by two separate verbs, e.g. French *monter* (go upstairs) and *descendre* (go downstairs). Notice also the pronunciation /steəz/ and word stress: go *upstairs.*

---

can you remember ...?
downstairs; right; along; on; floor

ideas plus following instructions

You could turn this writing game into a further activity. Once students have written their directions, they find a new partner. Student A gives the piece of paper with his / her directions to B. A leaves the room and goes to the destination. B then reads the directions and has to leave the room and end up at the same place as A. They then return to the class, B leaves the room, and the activity is repeated.

help with pronunciation and listening

30–45 mins

pronunciation sounds /ʃ/, /tʃ/, and /dʒ/

- The sounds /ʃ/, /tʃ/, and /dʒ/ are often confused. See **language point** on the right.
- Use the recording in **exercise 1** or model the phrases orally yourself for students to repeat. Isolate the sounds, e.g. say /ʃ/, then *Polish*. Listen to individuals and correct where necessary.
- **Exercise 2** is a puzzle: there are three words which fit each category, but learners have to put them under the appropriate sound. As they work together, they will be trying out the sounds and practising the pronunciation of the words quite naturally. Monitor and help where necessary. For more oral practice, get pairs to read their answers to another pair. Go over all the answers at the end.

Want to know more? Go to **how to ...** help low-level learners with pronunciation *p.174*

exercise 2

food you cook: fish, chips, sausages
sweet things: sugar, chocolate, orange
things in a town: station, church, bridge
countries: Russia, China, Belgium
jobs: chef, teacher, journalist
adjectives: sure, cheap, dangerous

listening prediction (2)

- Speaking on the phone in a foreign language is particularly challenging, given the lack of visual clues. It can be very helpful, though, if learners try to anticipate what a speaker might say to them in a highly predictable conversation such as a service encounter (buying a ticket, etc.). If they can predict some of the language, they can then also plan in advance the answers they might give.
- Start by looking at the 'important!' instruction, then tune students in to the context with **exercise 1**.
- For **exercise 2**, clarify that they only need to tick questions the Trainline person will ask, and not questions they might ask themselves. Do a couple of examples together before pairwork.
- Before you play the recording in **exercise 3**, set the scene using the picture. The questions asked by the trainline person are not identical to the ones on the page, e.g. he asks, *Which date would you like to travel?*, but learners should accept that the questions are more or less the same. Pause the recording occasionally to give students time to tick the answers, and if necessary, replay it. Then play the recording for **exercise 4**. This recording could be the basis of a role play. First, let the students practise the conversation in pairs, using the tapescript. Then pairs make travel plans, using the table below.

  YOUR TRAVEL PLANS
  from ____________ *name of city / town*
  to ____________ *name of city / town*
  single or return? ____________
  date (s) single ____________
  return ____________
  time of journey: leave at ____________
  return at ____________
  how many people? ____________

- Students then find a new partner. Student A asks the appropriate questions in exercise 2; student B answers using information from their travel plans.
- The language in the **natural English** box (**exercise 5**) is useful for students' survival skills, so they should keep it in their vocabulary notebooks. Refer them to tapescript **8.10** to find the phrases in context.

exercise 1
She wants to ask about / buy a train ticket.

exercise 2
Questions 1, 3, 5, 6, 8, 9 ✓ Questions 2, 4, 7 ✗

exercise 3
He asks all the ticked questions.

exercise 4
1 London (Euston)
3 Tuesday 10th June
5 single
6 10.15
8 yes
9 Visa card

eight review

45 mins

grammar *how much / many?*

- For **exercise 1**, monitor and correct while students are writing the questions. To make the activity more challenging for a stronger class, don't let them look at the table. Write the first two columns on the board (i.e. *how much / many* and the nouns) and then elicit a couple of possible past tense questions similar to the ones in the table. Students then work in pairs and write their questions. Monitor and help.
- You can do **exercise 2** in pairs, or as a mingling activity. Monitor and give feedback.

grammar *how much / how many?*

1 How many phone calls did you make yesterday?
2 How many people did you speak to yesterday?
3 How many hours of TV do you usually watch in the evening?
4 How much English did you speak last week?
5 How much bread do you eat every day?
6 How much money have you got with you today?
7 How many times did you go out in the evening last week?

vocabulary directions

- **Exercise 1** gives learners practice in listening to and following directions. Make it absolutely clear that the conversations all start from reception. Check the first answer and if students have managed it well, play the rest of the conversations, pausing for them to label the rooms.
- Demonstrate what to do in **exercise 2** with a student in front of the class, then put students in pairs to practise together. Monitor and correct errors at the end.

vocabulary directions
see **tapescript** *p.152*

grammar *there is / are*

- Go over the examples in **exercise 1** on the board, revising the different forms, i.e. singular and plural, *a* and *not ... any*. You could adapt the examples to make them relevant to the town you are in, and make sure that one or two are false. Monitor while students work together, and encourage them to write their own ideas (supply any necessary vocabulary).
- Rearrange the pairs for **exercise 2**. Monitor and give feedback.

natural English

- Most learners should be able to tackle this exercise, but if you think they need extra support, you could write the missing words randomly on the board. At the end, students could practise the dialogues.

language point /ʃ/, /tʃ/, and /dʒ/

Many learners have difficulties with these sounds. For example:

/ʃ/: some learners, e.g. Chinese and Greek, say /s/, i.e. *so* instead of *show*

Other learners, e.g. Spanish, say /tʃ/, i.e. *chopping* instead of *shopping*

/tʃ/: some learners, e.g. Arabic, Chinese, French, Greek, and Portuguese, say /ʃ/, i.e. *mash* instead of *match*

/dʒ/: some learners, e.g. Chinese, German, and Turkish, say /tʃ/: i.e. *tune* instead of *June*

Other learners, e.g. Arabic, French, Greek, Portuguese, and Spanish, say /ʒ/ i.e. /brɪʒ/ for *bridge* /brɪdʒ/

To help learners with /ʃ/, make a long shhh! sound (as if telling someone to be quiet, with a gesture). Notice that this sound is continuous.

For /tʃ/, make a sneezing sound ('achoo', then isolate the /tʃ/ (unless it is culturally unacceptable). Remember that this sound is voiceless, and not continuous.

For /dʒ/, add voice to the sound above.

For all three sounds, the tongue is raised near the roof of the mouth.

test yourself!

test your vocabulary

1 ask; take; get; off
2 it's the second door on the right; it's at the end of the corridor; go upstairs and along the corridor; go downstairs and turn right.
3 behind, near, opposite, next to, in front of

gap-fill

1 Excuse 2 way 3 there 4 slowly

correct the errors

1 Come here and **bring** your book with you.
2 How **much** money have you got?
3 I think there **are** two tables in room four.
4 Is there **any** food?

nine

in unit nine ...

reading
backpacking
p.82

wordbooster
numbers (2)
money
p.84

listening
how to ... book a room
p.86

extended speaking
my kind of hotel
p.88

test yourself!
p.89

review
p.89

wordlist
p.138

reading backpacking

75–90 mins

- **talk** about places you would like to visit
- **focus** on *have to / don't have to / do I have to? / can / can't* (permission)
- **read and exchange** information about youth hostels
- **talk** about what you normally do on holiday using **natural English** phrases
- **read** about a youth hostel and **write** an e-mail
- **talk** to others about a perfect hostel

lead-in

- Give students a few moments to think about the questions. The best way to encourage more speaking is to give an example yourself, especially if you say why you want to go to the place and where you would stay. At this point you could also feed in vocabulary to help them, e.g. *youth hostel* (which will be useful in the next section), *apartment, villa, camping,* and if you are in the UK, *B & B* (*bed and breakfast*). See **culture note** on the right.
- If you get learners on their feet to talk, you can extend the pair work into a mingling activity. Listen, and at the end, ask one or two students with interesting ideas to tell the rest of the class.

---

grammar *have to / don't have to / do I have to ...? / can / can't* (permission)

- The pictures provide a guide to meaning for the phrases in bold in **exercise 1**. Make sure that students have understood these before you focus on the grammar. The sentences contain the target grammar, but students will probably be able to understand the meaning. If anyone asks about *have to*, say it means *must* (most learners know *must*) but tell them they are going to study the grammar in a minute.
- For **exercise 2**, look at the first sentence in **exercise 1** together, and ask the students if it is true about a hotel. Then let them work on the rest in pairs.
- **Exercises 3** and **4** focus on the concept of *have to / don't have to*. See **language point** on the right. You can use the concept questions in these exercises as they are, or with a monolingual group, write some examples on the board, e.g. *You have to pay the bill when you leave. / You don't have to clean the hotel room.* Ask students to translate the underlined words.
- Learners can either complete the table in **exercise 5** alone or with a partner. Go over the answers carefully using the board or an OHT if you have one. If you prefer, leave the table until the end of **exercise 7**.
- **Exercise 6** is a further test of concept. If learners get examples wrong, e.g. *You ~~don't have to~~ pay for drinks*, ask them if it is necessary to pay for drinks, and can you leave the hotel and *not* pay for drinks?
- Demonstrate the question and answer practice in **exercise 7** in front of the class, then monitor the pair work. Make a note of any concept or form problems, and deal with them on the board at the end. Go on to the **language reference** and **practice exercises** at this stage if learners need more practice.

Want to know more? Go to **how to ...** use the board (presenting grammar) *p.148*

places to stay

culture note accommodation and backpacking

Types of accommodation vary considerably from country to country, so teach learners what is most relevant to their context. In the UK, youth hostels are common everywhere and provide good basic accommodation and a friendly atmosphere. In the past, guests weren't allowed to travel there by car, but nowadays there is a less rigid approach. A *B & B* (*bed and breakfast*) is another economical option: some are just a couple of spare rooms in someone's house, but they can be on a much larger scale (but usually cheaper than a hotel).

Backpacking (the subject of the lesson) is usually for young people (18–30). In the UK, it is common for 18-year-olds to take a year out (a 'gap year') and go backpacking overseas, sometimes with teaching / work placements, adventure activities, etc. Certain organizations, e.g. Raleigh International or Project Trust, organize the travel and work for the students. They then return to resume their studies at college / university back home. For more information go to www.GapYearDirectory.co.uk

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exercise 1

1 b 2 c 3 a 4 d 5 f 6 e

exercise 2

Sentences 1 and 4. Someone cleans the room for you and cooks your breakfast (a cleaner / chambermaid and a chef).

exercise 3

c – it's necessary

exercise 4

1 yes 2 b – it's not necessary

exercise 5

positive

I / You / We / They	have to	go.
He / She / It	has to	

negative

I / You / We / They **don't**	have to	go.
He / She / It **doesn't**		

questions

Do you	have to	go?
Does she		

short answers

Yes, you do. / No, you **don't**.

Yes, she **does**. No, she **doesn't**.

exercise 6

1 don't have to

2 have to

3 don't have to

4 don't have to

5 don't have to

6 have to

language point *have to / don't have to*

Many elementary students will have come across the verb *must* before. If they have, you can use this to teach *have to* in the positive form. We wouldn't advise you to start explaining the difference between *must* and *have to* at this stage; it is simply too subtle for this level. We focus primarily on *have to* in this lesson because it is more common in conversational English than *must*, and it is important for students to start using it.

Don't have to is more complex. If learners think that *must* means the same as *have to*, they will assume, incorrectly, that *don't have to* means the same as *mustn't*: In fact, *don't have to* means *don't need to / needn't / isn't necessary*. In the context of this lesson, learners aren't given the opportunity to use *mustn't*, so there should be no reason for them to try to use it. With a monolingual group, you may feel that translation of the example sentences, as suggested opposite, is the clearest way to deal with the concept.

read on

- Either do **exercise 1** as suggested, or teach the meaning using the picture and the definitions in the answer key opposite.
- Don't tell students the answers to the FAQs in **exercise 2**, as they are going to read and find out in an information gap reading activity. Guide them to the **glossary** for new vocabulary in the FAQs.
- Organize the pairs for **exercise 3**, and make sure students are not reading their partner's text.
- Continue with **exercise 4**. Students will have learnt some new vocabulary from their text, so they may need to explain it to their partner, or you could go over the **glossary** items yourself first. See **ideas plus** on the right.
- Learners have already learnt *usually* in **unit 4**, so *normally* (**exercise 5**) should be easy to understand. Highlight the word order in the examples in the **natural English** box so students can produce accurate examples in **exercise 6**. Give them time to think of examples before they talk to a partner.
- Finally, **exercise 7** gives learners a chance to talk about their experiences. Ask for a show of hands: who has stayed in a youth hostel? Group students accordingly. Monitor while they mingle.

writing

- Ask learners to read the web advert for the Arpacay Hostel in **exercise 1**. Then explain that Milly is at the hostel now, writing to her family.
- Students could work alone or together on **exercise 2**. Monitor as they write, helping and correcting where necessary. Alternatively, set the writing activity for homework. If you have a strong class who also have Internet access, you could direct them to www.hostels.com to choose their own hostel and write an appropriate e-mail. Other students could then read both the advert and e-mail.

speaking it's your turn!

- For **exercise 1**, students can decide where their hostel is and give it a name. The activity obviously practises *can / don't have to*, but gives learners some choice over the content. Monitor the pair work, and check that they are using *don't have to* accurately. Put pairs together (**exercise 2**) to tell each other about their hostel. If they talk to different pairs, they can decide which hostel they prefer. Give feedback on the content and language work at the end.

wordbooster

30–45 mins

numbers (2)

- This section contains different types of numbers. See **language point** on the right.
- Give students a moment to look at the four items in **exercise 1** and ask them what each one is (*a credit card, a hostel price list, a restaurant bill, a supermarket receipt* /rɪs'iːt/). Then point to the missing numbers and tell students to listen and complete the information given in recording **9.1**. Replay as necessary. Let them compare with a partner, then go over the answers. Students can then work out the totals together.
- Highlight and practise some of the numbers / amounts orally. Then demonstrate **exercise 2** with a learner. Students can then do the same dialogues in pairs.

Want to know more? Go to **Oxford Advanced Learner's Dictionary** (7th edition) reference section *R63*

money

- In **exercise 1**, pairs can help each other with the new vocabulary in bold, but they may need dictionaries. Some items will already be known (especially if you pre-taught *bill* and *credit card* in the previous section). Make it clear which two texts they must refer to. See **language point** on the right.

Want to know more? Go to **how to ...** develop learner independence (using dictionaries) *p.155*

- When students find a new partner, they will be asking them questions with new vocabulary, and may need to explain the meaning to each other. Do the first question from **exercise 2** as a class, i.e. get an A student to ask the B students the first question, and vice versa. Then monitor as they work in pairs, and help if students are finding it hard to explain. If they use translation, make sure it is accurate.

exercise 1
Backpackers are people (especially young people without much money) who travel around an area on foot or on public transport, often carrying a backpack.
A *youth hostel* is a cheap place where travellers, especially young people, can stay for a short time.

exercise 3
answers for Student A:
2 normally you have to bring your towels and anything you need for washing. Sometimes sheets / a sleeping bag.
4 normally yes
6 yes in most large cities, but some close at certain times
8 no

answers for Student B:
1 usually yes
3 normally no
5 normally yes
7 no

ideas plus text vocabulary

The information gap texts and the website adverts in **writing** contain useful vocabulary. Students could link them under different categories. For example:

facilities: *single / family room, laundry, kitchen, terrace, toilet, shower*

things you need: *sheets, towel, sleeping bag, (cooking) equipment*

verb + noun collocation: *share a room, clean your room, wash / dry clothes, book a room (online), stay in a hostel, cook breakfast / dinner; do some cooking*

Students can record these in their notebooks with translations, definitions or drawings.

---

exercise 1
Yes, she does.
1 cheap
2 comfortable
3 friendly
4 views
5 Internet
6 went

---

can you remember ...?
You **don't** have to do it.
She **has** to go now.
Do you **have** to pay?
Does he have to go?
I **don't** have to work today.
He **doesn't** have to do it.

---

exercise 1
see **tapescript** *p.152*
The total restaurant bill is €26.18
(subtotal €23.80 + €2.38 service).
The supermarket bill is £7.95.

language point numbers / amounts

- card numbers / phone numbers: these are read as separate digits, i.e. *four nine two four.* Remind students that 0 is pronounced /əʊ/.
- amounts: we express certain currencies in the following way:
  1 euros: *eight euros; seven euros fifty,* NOT *~~seven and fifty~~* / *~~seven euros and fifty~~*. *~~seven with fifty~~*. The 's' in euros is pronounced.
  2 UK currency: the same rule applies: £2.90 = *two pounds ~~and~~ ninety*. People also say *two ninety*. For 65p, you can say *sixty-five pence* or *sixty-five 'p'*.

See also **language point** on *p.57*

---

exercise 1
A pairs:
1 9
2 €26.18
3 €3.82
4 €22
5 €11

B pairs:
1 no
2 it cost £67.50; he saved £7.50
3 no
4 yes
5 £30.90

language point common problems

1 Students sometimes confuse *buy* and *pay*. If you say *I paid for the apples*, you are focusing on the action of giving someone money; with *I bought the apples*, you are more interested in the fact that you have got the apples.

2 *Change* (n) is uncountable. You can teach the meaning with a simple situation: you bought a chicken; it cost €4 ; you gave the man €5; your *change* was €1.

3 *Save* in **B2** means spend less money. You could give an example: *The plane ticket is normally €50, but I got a special price of €35, so I saved €15.*

4 Some of the verbs in **exercise 1** are irregular: *pay / paid; cost / cost; buy / bought; sell / sold; spend / spent*. You could highlight these on the board before students do **exercise 2**.

listening how to … book a room

60–75 mins

focus on hotel vocabulary

talk about hotels using **natural English** phrases

listen to someone booking a hotel room by phone

practise short conversations using **natural English** phrases

role play booking a hotel room

vocabulary hotels

- You could ask students in pairs to describe what they can see in the pictures before looking at the questions. That way, students will get some speaking practice and you will be able to see how much they know or don't know. Then get them to answer the questions in **exercise 1**.
- **Exercise 2** recycles not only the hotels vocabulary but also *there is* and *has got* from the previous unit. If the majority of your students have not stayed in a British hotel, they may be interested to learn a bit more about them. See **culture note** on the right.
- There is always a danger when you personalize in this way that someone in the class won't be familiar with any hotels. If it is a single student, we would suggest you ask them to invent information about an imaginary hotel; if it applies to several, you could put learners in pairs, with at least one student in each pair being able to describe a hotel (the other student can then learn about this hotel). While students are doing **exercise 3**, move round and help with any additional vocabulary they need.
- Some learners may know the phrases in the **natural English** box. Play the recording twice if necessary (**exercise 4**) so that students can hear the stress on *think*, then practise the pronunciation round the class. A common error with the negative form is ~~*I think no*~~. If you think your students are likely to make this mistake, you could highlight it on the board now.
- Finally, let them work on **exercise 5**, exchanging questions and answers about the hotel they made notes on in **exercise 3**, and using the phrases from the **natural English** box where appropriate.

---

listen to this

- The task in **exercise 1** encourages students to listen carefully, but the real purpose, as in previous tune-in sections, is to ease students gently into the listening by giving them the chance to get used to the voices and feel confident about the content.
- The matching in **exercise 2** recycles vocabulary from earlier in the lesson and the **wordbooster**.
- As the listening (**exercise 3**) focuses on a service encounter which will probably follow a predictable path, **exercise 4** gives learners a chance to use their knowledge of the world to predict likely questions the caller will ask. While learners work in pairs, move round and monitor, and help where necessary. If some of the pairs are not predicting the questions that come up, you could elicit questions from the class and put them on the board; this should help the weaker pairs.
- Play recording **9.4** (**exercise 5**). You will probably need to play it once for students to check their answers to **exercise 4**, then a second time for them to get all the answers.
- The focus of **exercise 6** is pronunciation, as students find it difficult both to hear and recognize, and then produce the target language in the **natural English** box. You don't need to analyze *Would you …?* for students at this stage. See **language point** on the right.
- Go through the example in **exercise 7** with the class before putting them into pairs. Move round and monitor, paying careful attention to their pronunciation.

---

speaking it's your turn!

- Show students the flow chart. You could elicit the first exchange between receptionist and caller so that everyone understands how to turn prompts into dialogue, then allow students several minutes to think through the conversation (**exercise 1**). If you want to build in more security, you could put two As together and two Bs together so they can compare their side of the conversation before the role play.
- Put As and Bs together for **exercise 2**. In order to reproduce more accurately the conditions of a telephone conversation, seat students back to back: this not only removes the visual support they would have in face-to-face conversation, it also makes it a bit harder to hear each other.
- When they have finished, give students two minutes to think through their new role for **exercise 3**, then put them back in pairs. You could leave the pairs as they are or change them round. For a further option, see **ideas plus** on the right.

exercise 1
1 a double room
2 Yes
3 Yes
4 Yes
5 Yes
6 Yes
7 Yes
8 No

exercise 4
see **tapescript** *p.152*

culture note hotels in Britain

As with every other country, hotels can vary enormously in Britain, but there are certain characteristics which overseas tourists may not be familiar with.

- The term 'en-suite' is widely used in Britain to describe a room with its own bathroom.
- Bathrooms in British hotels almost always have a washbasin, toilet, and bath, but may also have a shower (a shower alone is unusual). Bidets are less common than in some countries.
- Breakfast is usually included in the price, although some hotels may charge extra for a full cooked breakfast (see *p.53* for details of British and continental breakfasts).
- Tea- and coffee-making facilities are a common feature of hotel rooms, but you often only find a minibar in more expensive hotels.

---

exercise 1
Could you give me some information, please?
Yes, of course.
How much is a double room?

exercise 2
1 b 2 a 3 d 4 c

exercise 3
1 yes 2 yes 3 no 4 no

language point *Would you prefer ...?*

Students are already familiar with the phrase *Would you like ...?* You can explain that *Would you prefer ...?* is similar but is used when someone says you can have two or more possibilities, and you say which one you want (from the possibilities).

At this stage it's probably not a good idea to get involved in the difference between *Would you prefer ...?* and *Do you prefer ...?*, so try to make sure with any other examples you provide that you are clearly offering them a choice to make now between two or more things (and not asking them which they might prefer in general).

---

can you remember ...?
Do I **have** to pay a deposit?
Is breakfast **included?**
She **has** to go now.
I think **so** / I don't **think** so.
Would you **prefer** a double or a twin room?

ideas plus increasing the level of challenge

If you have a strong class and you feel they were able to handle the role play without much difficulty, you could increase the level of challenge for the second role play by introducing one or two less predictable elements. For example:

- tell all the receptionists to raise at least one problem when the caller wants to book, e.g. they can't have a double room for three nights – two nights is possible, but for the third night you've only got two singles.
- tell the callers to ask a question the receptionist won't be prepared for, e.g. *Can I bring a dog?* (If not, say it's a problem. If yes, can the dog sleep in the room?) *Have you got no-smoking bedrooms?* (You hate smoking.) Ask about Internet access at the hotel. (If it isn't available, where can you go to use the Internet?)

As soon as you introduce unpredictable elements into a conversation, you immediately raise the level of challenge, as students now have to think on their feet and cannot rely on previously prepared answers.

extended speaking my kind of hotel

45–60 mins

talk about a hotel you know

invent a hotel and talk about it

practise asking questions

role play get information and book a room

- It is important at the beginning of this activity to let learners read the boxes at the top of the page which tell them what they are going to do in the lesson, or tell them yourself. This will enable them to get the whole picture. You should also give them time to look back at the **can you remember ...?** boxes which appear in the unit.

collect ideas

- If your students did not have a lot to say about hotels in vocabulary **exercise 5** in the previous lesson, you could omit **exercise 1**.

invent a hotel

- You may also feel that it would be more appropriate and successful for your students to invent a youth hostel rather than a hotel. Alternatively, give them a choice (they can refer back to either the first or second lesson in the unit for more information about youth hostels and hotels). Give them at least five minutes to work on their own on **exercise 2**.
- As students are going to exchange information and respond to each other's ideas in a few minutes, this seems an ideal place to introduce them to two ways of making a suggestion and two common responses. Play recording **9.6**, and practise the pronunciation of the sentences. Then put learners in pairs to complete **exercise 3**, while you monitor.
- Students can work with the same partner for **exercise 4**, as long as both have invented the same type of accommodation; let them compare their ideas. Move round, encouraging the use of the **natural English** phrases where necessary and praising students who use them accurately and without prompting. Tell them they must agree on one set of ideas and then complete the table for **exercise 5**.
- Do the example with the class for **exercise 6**, and possibly elicit one more example from a student. Then put them back in their pairs to compile a list of questions. This is important preparation for the role play.

role play

- Although **exercise 7** is similar to the one at the end of the previous lesson, many students enjoy the chance to repeat a speaking activity, and in this case it is based on their own hotel, so the information will be different even if some of the questions are the same. Working with a different partner will also make the activity slightly different. Monitor and make notes for feedback. If you notice any common errors or anything going wrong with the development of the conversation, you could do some feedback and correction at the end of the activity before students repeat it in **exercise 8**. Bring the class together at the end for their comments (**exercise 9**) and give some more feedback.

nine review

45 mins

grammar *have to / don't have to / do I have to ...?*

- Get the students to read through the table, do the example with the class, and make sure they are clear about the three types of sentence (especially jobs they *both have to do*). Then put them in pairs for the timed activity (**exercise 1**).
- You could make **exercise 2** more of a game. Give the students another minute to study the sentences and warn them that they have to try to remember all of them. Then put them in A / B pairs, go through the example, and tell As to shut their book. Bs then have to ask four more questions and As get a mark for each correct answer. Afterwards, Bs shut their books and As ask four different questions. Bs get a mark for each corrrect answer. The winner in each pair is the one with the most correct answers, and the winner in the class is the pair with the most correct answers between them.

grammar *have to / don't have to*
Alex has to go to the supermarket, but he doesn't have to make the dinner.
Alex has to wash the car, but he doesn't have to feed the cat.
Simone has to clean the flat, but she doesn't have to wash up.
Simone has to make dinner, but she doesn't have to go to the supermarket.
Simone has to feed the cat, but she doesn't have to wash the car.
They both have to make the breakfast, go to work, pay the bills.

---

vocabulary money and numbers

- After students have completed **exercises 1** and **2**, check the answers. You could finish with some pronunciation work: drill some of the complete sentences around the class, then put learners into pairs to practise.

vocabulary money and numbers (2)
1 – g 2 – d 3 – b 4 – e 5 – h 6 – c 7 – a 8 – f

---

natural English

- After students have done **exercises 1** and **2**, you could add a further stage. Can they reverse all the responses to the questions? In other words, changing a positive response into a negative one, and vice versa. Suitable answers in this case would be:

1 No, thanks.
2 Yes, I think so.
3 Yes, I think so.
4 No, thanks.

test yourself!

test your vocabulary
1 sixteen, seven pounds fifty, ten per cent, oh-seven-three-two-four-six
2 any four of these: cost; buy; sell; spend; save
3 a double **room**; pay the **bill**; pay by credit **card**; Is service **included**?

gap-fill
1 would 2 have; don't 3 let's

correct the errors
1 Do **you normally** stay at home in the evening?
2 Robbie **doesn't** have to work this Saturday.
3 We could ~~to~~ paint the living room pink and green.
4 She **has** to get the bus at 7.30.

ten

in unit ten ...

reading
babies
p.90

wordbooster
parts of the body
common phrases
p.92

listening how to ... offer help
p.94

help with pronunciation and listening
pronunciation: sounds and spelling
listening: connected speech
p.96

test yourself!
p.97

review
p.97

wordlist
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reading babies

75–90 mins

- **talk** about babies you know and **listen** to people talking about babies
- **learn** action verbs vocabulary
- **read** about baby development
- **talk** about child development using **natural English** phrases
- **focus on** *can / can't*
- **say** how well you can do things using **natural English** phrases
- **write** your own quiz for others to answer

lead-in

- The lesson will be more interesting, and generative, if you and the students can bring to class a photo of a baby you know. You could suggest this in one of the lessons before starting this unit.
- You could pre-teach a few items of vocabulary (both speakers use *cute* in the listening that follows). Use your photos to feed in adjectives such as *cute* and *beautiful*. It should be easy to teach *noisy* as well. Talk about the baby in your photos, answering the questions in the **student's book**. This provides a model for students to do the same in **exercise 1**. Students who have brought photos can use them at this point. If any learners cannot think of a baby, see **troubleshooting** on the right. Move on to **exercise 2** and play recording **10.1**.

vocabulary action verbs

- The choice of lexical items in **exercise 1** is largely dictated by the article that follows, although most are very high frequency and students will already know a few, e.g. *walk* and *sleep*. Students could use dictionaries here.
- You could do **exercise 2** from the board rather than the book. Put the three phonemic sounds on the board and see if you can elicit the sounds (someone usually knows or guesses /aɪ/ and /eɪ/ but you may have to provide /ɔː/ yourself). When you elicit the sounds, repeat them yourself and ask for a word containing that sound. Do this for all three. When you are satisfied the students know the sounds and can produce them, let them do the exercise individually or in pairs. Check the answers. For **test your partner**, see **troubleshooting** on the right.

read on

- Students who are parents themselves will be familiar with the topic and should be able to answer the questions in **exercise 1**. Younger students, or those without children, may have to guess most of the answers. This disparity doesn't matter. More knowledgeable students will be interested to see if their answers are confirmed in the text, while less knowledgable students will probably be motivated to find out the answers.
- Elicit answers from the class, but don't confirm any. Let them read the article and do **exercise 2** for themselves. See **ideas plus** on the right.
- **Exercise 3** demands a closer reading of the text. Tell students to underline the relevant parts of the article when they write their answers. If any answers are wrong, their underlining may indicate where and why comprehension has broken down, which may help you do some remedial reading skills work.
- Talk them through the **natural English** box. The easiest approach is to contrast the correct ways of expressing age with the common mistakes which have been crossed out. Students then return to the article for more consolidation and practice of the phrases (**exercise 4**). Conduct a quick feedback and move on to **exercise 5**. There are two ways you can approach this: put more knowledgeable students with less knowledgeable students so that each pair will be able to answer at least some of the questions; or keep them apart. With the second option, more knowledgeable students will discuss their answers, while less knowledgeable students will have to guess. You can then mix the pairs so that less knowledgeable students can see how accurate their guesses were. You could finish with the answers below, which come from these websites:
  www.bbc.co.uk/parenting www.babycentre.co.uk

exercise 2

Olivia: the woman upstairs; Owen; three days old; he has a little nose and big eyes, and looks like his mum.

Roger: Victoria and Tom; Ruby; four or five months old; she sleeps all the time and has lovely blue eyes.

troubleshooting students having nothing to say

If one or two students cannot think of a baby they know, there are various options:

- ask them to think of one they knew in the past.
- invent one.
- work with others; listen and ask them more questions about the baby they know.

If you have a majority in this position, you could simply talk about a baby you know, omit **exercise 1**, and move on directly to **exercise 2**.

---

exercise 1

1 sleep
2 cry
3 smile
4 pick sth up
5 laugh
6 crawl
7 throw (sth)
8 walk
9 play (with sth)
10 wave

exercise 2

/aɪ/ cry, smile
/eɪ/ play, wave
/ɔː/ walk, crawl

troubleshooting losing inhibitions

To make the most of the **test your partner** activity, ask students to give you a verb to mime. If they see you *crying* or *crawling* round the floor, it should generate some laughter and put them in the right mood for the activity themselves. Students will sometimes need to supply an object, e.g. *throw (your book)* or *play with (your pencil)*.

---

exercise 1 / 2

1 15–16 hours a day
2 10–12 months
3 3–6 months
4 7–9 months

exercise 3

1 true
2 true
3 true
4 true
5 false
6 false

exercise 5

Children can **walk** when they are about a year old.
They can **run well** at about three.
They can **speak quite well** when they are about three or four.
They can **read quite well** at about seven.
They can **write** when they are about seven.
They can **dance** at about two.
They can **swim** at about five or six.
They can **wave** when they are about one (a) year old.

ideas plus personalized discussion

If lead-in **exercise 1** generated quite a lot of discussion, you could extend it after students have read the article. Put them into groups and write a few question prompts on the board. For example:

Do you agree with all the answers in the article?

Is the article true about all babies?

Are you surprised at any of the answers?

When are babies more or less interesting?

With some groups, this will generate a lot of discussion – even at elementary level.

grammar *can / can't* (ability)

- For a different introduction to this section, see **ideas plus** on the right.
- Students have already met *can / can't* for requests and possibility, so **exercise 1** should be easy.
- **Exercise 2** provides practice of *can / can't* and also recycles vocabulary from earlier in the lesson, plus information gathered from the article. Check the answers and listen carefully to the students' pronunciation: get them to produce the weak form of *can* /kən/ and a long vowel in *can't* /kɑːnt/.
- Monitor the pairs in **exercise 3**. Check the questions are correct and that students know the answers to their questions. You could ask them to read their questions to you: are they using the weak form of *can*? Before the question and answer activity, do one example together and remind them that the weak form of *can* is not used in short answers. Then mix the pairs for the activity and monitor carefully.
- *Quite well* and *very well* are used frequently with *can / can't* in spoken English. The task in **exercise 4** gives students a chance to show they understand the meaning of the different phrases. The one requiring the most attention is *I can't swim very well.* The meaning here may not be entirely clear, even to a native speaker, as it might mean anything from *I can swim OK* to *I swim quite badly.*
- Play recording **10.2** (**exercise 5**) and get students to practise their pronunciation of the sentences. If you have a strong class, you could teach *at all* to emphasize a negative, e.g. *I can't swim at all.* Then move on to **exercise 6**, which involves personalized but controlled practice.
- There is more practice in **speaking it's your turn!**, so you could leave the **language reference** and **practice exercises** for another time, or for homework.

speaking it's your turn!

- **Exercise 1** extends the topic of the lesson to include children, adults, and animals. Pairs should be motivated for the listening in **exercise 2** to check their answers. Before moving on to **exercise 3**, see **language point** on the right.
- If your students know each other quite well, it shouldn't be difficult for them to think up questions to ask, although they may need help with new vocabulary. If, on the other hand, you think they will struggle to think up questions, provide some yourself but leave gaps for pairs to fill in a student's name, e.g. *Can________ speak (French)? Can________drive? Can________run well?*
- Whichever option you choose, combine pairs (**exercise 4**) so they can ask each other their questions. You could award points to make it a bit more competitive; some classes like this.

wordbooster

30–45 mins

parts of the body

- **Exercise 1** is self-explanatory. Check the answers and practise the pronunciation orally around the class. **Exercise 2** provides an additional focus on pronunciation, but this is probably essential for most classes; some of these words continue to cause problems for learners at many levels, especially *stomach, tooth, foot,* and *mouth.* Go through the examples carefully, then let students continue. Play recording **10.4** (**exercise 3**) for students to check their answers and consolidate their pronunciation. Finish with the **test your partner** activity after demonstrating yourself with a student.
- If students still want to know other parts of the body, teach a few more. Don't let this go on too long, otherwise some students will be overwhelmed or end up learning items of marginal value. See also **workbook, expand your vocabulary** (aches) *p.51.*

common phrases

- Students should learn words in bold as fixed phrases (some are obviously more fixed than others), and they will meet most of them again in the next lesson.
- If you let students use dictionaries in **exercise 1**, you need to warn them about multiple meanings in a dictionary entry. See **language point** on the right. Check the answers and practise the pronunciation. For **exercise 2**, move round and listen while students practise, then tell them to shut their books. Ask each pair to write down all the phrases they can remember in one minute (be flexible with the timing). Elicit their answers onto the board and let other students correct any errors.

Want to know more? Go to **how to ...** use dictionaries (with higher level learners) **upper-intermediate teacher's book** *p.174*

exercise 1
Babies **can** smile at 4–6 weeks.
They **can't** walk at six months.
Can they walk at six months?
Yes, they **can.** / No, they **can't.**

exercise 2
At six months:
they can smile, laugh, play with their feet;
they can't crawl, throw things, walk or wave goodbye.

exercise 4 natural English
1 I can't swim.
2 I can't swim very well.
3 I can swim quite well.
4 I can swim very well.

ideas plus personalized introduction

Write (or draw if possible) four actions on the board, e.g. *speak Italian; play the guitar; make a cake; fall in love quickly*. If possible, choose imaginative or suprising ones which will capture your students' attention. Put two ticks next to those actions that you can do very well, and two crosses next to those that you can't do very well. Point to each action, and to yourself at the same time, and elicit the target sentences from the students without saying anything. Drill the sentences around the class. The temptation with *can / can't* is to focus too much on pronunciation and neglect meaning. Try to make this light-hearted and don't correct students' pronunciation too emphatically.

---

exercise 2
see **tapescript** *p.153*

can you remember ...?
see *p.79*

language point use of the article

There is so much to learn about the use of *definite, indefinite,* and *zero* articles, that we decided at this level (and in **natural English pre-intermediate**) to approach it on a little-and-often basis. If there is something relevant to say about the use of articles which learners could put to immediate use, we focus on it briefly. In this way, we hope that learners will gradually build up an understanding of articles without being overwhelmed by their complexity.

This particular focus is on the use of the *zero* article in English when we are talking about things in general, from *babies* to *bread* to *life*, and so on. This is often different in other languages, so you may want to go to the **language reference** and **practice exercises** for further practice before the freer speaking activity.

---

exercise 1
man
1 arm 2 back 3 shoulder 4 ear 5 head 6 hand 7 thumb
8 stomach 9 chest 10 neck 11 leg 12 foot 13 toes
woman
14 mouth 15 teeth 16 nose 17 hair 18 eyes 19 fingers

exercise 2
see **tapescript** *p.153*

---

exercise 1
1 need; fine
2 look; terrible
3 happened; broke
4 lift; kind
5 matter; wrong

language point using dictionaries

When students use dictionaries, they often assume that the first definition they meet is the one they need. In fact, the meaning they are looking for may be further down the entry, so tell students to read through the dictionary entry carefully to find the meaning that fits their particular context. In this exercise, for example, students probably won't find the correct meaning of *look* until definition 2 or 3 in most dictionaries; and they could easily make the mistake of looking up the definitions of *lift* as a verb, when in this case, they actually need the entry for *lift* as a noun.

listening how to ... offer help

60–75 mins

read and talk about a questionnaire using **natural English** phrases

focus on *something, anything, nothing,* etc.

listen to people offering help

role play offering help

write an e-mail

lead-in

- As a way into the lesson, see **ideas plus** on the right. Give students time to think about their answers to **exercise 1**. Most of the difficult vocabulary has just been taught in **wordbooster**, and there is also a preview of *something, anything, nothing* in the next grammar section. Let them make notes, as there is a brief digression before they discuss their answers.
- The **natural English** box contains a practical way for learners at this level to 'speculate' in English. Play recording **10.5**, then students can complete the task (**exercise 2**).
- **Exercise 3** is challenging for this level. Go through the example with the class, and then in the group work give lots of encouragement. Don't be too worried about accuracy.

grammar *something, anything, nothing,* etc.

- **Exercise 1** is a fairly straightforward text search. See **troubleshooting** on the right. You could elicit the answers onto the board in three columns across the page (positive, negative, question). This mirrors the table students are asked to complete in **exercise 3**, so it will be redundant if you put it all on the board. For **exercise 2**, let pairs work through all the questions together, or take it one question at a time, followed by feedback.
- By completing the table in **exercise 3**, students now have a clear written summary. As a concept check with a monolingual group, you could ask them for a translation of each word.
- **Exercise 4** is a testing exercise which also provides controlled practice. Students could do it individually or in pairs. After you have checked the answers (and clarified any problems if necessary), practise pronunciation in **exercise 5**, focusing on /ʌ/ in *something, nothing, no one*, and *someone*. Go on to the **language reference** and **practice exercises** if you want more consolidation.

listen to this

- Students may make mistakes with the present continuous in **exercise 1**. Don't worry; it is coming up in **unit 12**. In the meantime, just let students convey what they can as this will tune them in to the context. Play recording **10.6** and see if students can answer **exercise 2**.
- Give students time to write their answers when you play the conversation for **exercise 3**. The listening challenge (**exercise 4**) is a similar context but with different speakers. Give learners time to read the summary, then elicit a few predictions. Play recording **10.8** for students to complete.
- For the **natural English** phrases, see **language point** on the right. Play the recording several times (**exercise 5**), then practise with the class before putting them in pairs. If you want to check or reinforce the concept, you could do several mimes and ask the class to shout out suitable offers of help. For example: pretend to carry a large box to the door, which is closed. (*I'll open the door.*) Let students look at the tapescripts to find more examples of the **natural English** phrases (**exercise 6**).

speaking it's your turn!

- Organize the pairs and let them think about their situations. They have the language to explain their problem, but they need to respond quickly. Refer them back to the relevant **natural English** box.

writing

- Students can do **exercise 1** individually or in pairs. Before they start, you could teach the name of the country, i.e. *Hungary*, and point out that *Zsuzsa* and *Feri* are both Hungarian names. After checking the answers, you could focus on language used in an e-mail. See **language point** on the right.
- **Exercise 2** is more fun if you don't have A / B pairs sitting next to each other. Divide the class in half and organize pairs so that they are on different sides of the room. Each person can then write their e-mail, fold it up (so others can't read it), pass it until it reaches the chosen partner. They read it, reply, and pass it back. This way, you will have a number of different e-mails across the class.

exercise 2
you can help; she doesn't want any help

ideas plus describing pictures

The lesson develops the theme introduced in the second section of **wordbooster**. You could, therefore, begin by returning to the pictures on *p.82*. Ask students to describe what they can see. For example:

- A woman is in the street at night and the weather is terrible.
- Another woman doesn't look well; she feels terrible.

These descriptions will tune learners in to the lesson and may help them with the questionnaire they are about to do.

---

exercise 1
1 someone; nothing
2 no one
3 anyone; something; nothing
4 anyone; nothing
5 something; anything; nothing

exercise 2
1 someone; no one; anyone
2 a) positive b) questions
3 a) There isn't anyone here. b) I don't do anything on Sundays.

exercise 3

	PEOPLE	THINGS
positive	**someone**	something
negative	**no one** / not anyone	**nothing / not anything**
question	Is **anyone** there?	Do you want **anything**?

exercise 4
1 someone
2 anyone
3 something
4 anything; nothing
5 someone
6 anything
7 no one

troubleshooting an analytical approach

In the preceding section, students encountered the grammar they are going to study now, and many of them may have used the language quite successfully. This is now an opportunity to reflect on it in a more analytical way. Many adults like this type of approach, but some learners may not be used to it. If you think this is the case, take them through the different stages slowly and carefully.

---

exercise 2
A woman in the kitchen is cooking / cutting vegetables.
A man with a broken leg is in his living room.
An old woman is watching the TV in her living room.

exercise 3
1 buy some milk
2 post some letters
3 make her a sandwich

exercise 4
1 computer
2 bring it downstairs
3 table
4 printer
5 No, it's OK.

language point *I'll …* and *shall I …?*

I'll … and *Shall I …?* are both commonly used to make offers. *Shall I …?* is offering help in the form of a question, so it is more tentative. *I'll …* is an affirmative, so conveys more the sense that the person is going ahead with their offer.

Both forms are followed by an infinitive without 'to'. (NOT ~~*Shall I to clean…?*~~)

This is one common interpersonal use of *will* (others include requests and promises), not to be confused with the use of *will / shall* to talk about the future.

A common difficulty with these phrases is actually hearing them. Students have to be prepared for the contracted form *I'll* and the weak form of *shall*.

---

exercise 1
Hi Feri,
(2) Don't worry. (3) I'll take your sister to the hospital. (4) Give me her phone number, (5) and I can speak to her this evening.
(6) Have a good day in Budapest,
(7) Best wishes, Zsuzsa

---

language point style in e-mails

In general, e-mails are more informal than letters and there are fewer set conventions. E-mails to friends are more informal, while business e-mails are semi-formal or formal depending on the relationship / context; but people are more flexible about greetings. So, you can begin *Dear Pete* (or *Dear Mr Conrad* in a more formal e-mail), but *Hello* (*Jim*) or *Hi* (*Susie*) are very common in e-mails to friends. At the end, you can sign off with *Best wishes, All the best*, or *Bye for now*; some people just write their name.

help with pronunciation and listening

30–45 mins

pronunciation sounds and spelling /aʊ/, /uː/, /ʌ/, and /ʊ/

- You could start this activity from the board. Write the first phonemic symbol /aʊ/ on the board, model it, check students are producing the right sound, then elicit words which contain the sound. Do the same for the other three sounds, then students can open their books and do **exercise 1** alone or in pairs.
- Play recording **10.9** (**exercise 2**). Students will be able to check their answers from the recording, and you could tell them to tick the words in each column as they hear them. They can then tell you the missing words.
- **Exercise 3** is a similar activity for students to do in pairs. Move round and monitor their pronunciation while they do it.

exercise 1

1 /aʊ/ house, about, mouth, hour
2 /uː/ group, soup, spoon, tooth
3 /ʌ/ double, couple, cousin, country
4 /ʊ/ took, could, foot, would

---

listening connected speech

- You could introduce this section using **ideas plus** on the right.
- **Exercise 1** brings together a number of phrases which are difficult to recognize in connected speech because of weak forms, contractions, or elision (the disappearance of a sound usually in connected speech, e.g. the omission of 't' in *I can't do my homework*). Here students listen to the phrases in isolation, but in **exercise 4** they will have to pick them out in connected speech.
- Recording **10.11** (**exercise 2**) introduces the listening with an outgoing answerphone message. If you used **ideas plus**, students can compare the message with their own outgoing answerphone message. Afterwards move on to **exercise 3**. When you check the answers, ask students why they chose a particular picture. This will tell you more about the listening process and which clues the students were able to make use of to arrive at their answers.
- Play recording **10.12** again for **exercise 4**. Can the students identify the phrases from **exercise 1** in connected speech? They can check their answers with the **tapescript**, and you could let them listen again and read the tapescript at the same time.

Want to know more? Go to **how to ...** help low-level learners with pronunciation *p.174*

exercise 1

1 I'll buy ...
2 could you ...?
3 I can't do ...
4 shall I ...?
5 would you ...?
6 do you ... ?

exercise 2

His name is Andy and her name is Louise.

exercise 3

message 1: picture b
message 2: picture c
message 3: picture d
message 4: picture a

ideas plus answerphones

Write these questions on the board:

- Have you got an answerphone or voicemail?
- Do you get many messages?
- Who leaves messages on your answerphone?

Students could discuss these questions with a partner or in small groups, followed by some brief class feedback on the language they used and / or some of the more interesting information that came out of the discussion.

You can then ask students to write down their outgoing message on their answerphone in their own language, and see if they can translate it into English. With monolingual groups, students can work in pairs or small groups to do this. It may be interesting to compare their messages with the one they are going to hear in **exercise 2**.

test yourself!

test your vocabulary

1 smile, laugh, wave, play
2 Can I give you a lift?
There's something wrong with my car.
Thanks, that's very kind of you.
3 hands, legs, feet, eyes, ears, shoulders, thumbs

gap-fill

1 well 2 Shall 3 anything 4 anyone

correct the errors

1 I can ~~to~~ speak French.
2 Babies can walk when they **are** 10–12 months.
3 I think **it's** better to say nothing.
4 Don't worry. **I'll** help you.

ten review

45 mins

grammar *something, anything, nothing,* etc

- After students have done **exercise 1**, check their answers.
- Provide a model for the first question for **exercise 2**. Get a student to ask you the question, so you can answer; then ask a different student the same question for them to answer. If the student gives you an interesting answer, ask a follow-up question to get more information. It is always a good idea to show learners how they can extend any speaking activity of this sort. Put learners in pairs for the activity and monitor carefully. Give feedback at the end.

exercise 1

1 anything
2 anyone
3 anything
4 anything
5 anyone
6 anything
7 anything
8 anyone

vocabulary action verbs and parts of the body

- Pair up the students and direct them to their set of questions at the back of the book. It is vital that each student not only knows the correct answer to their questions but can also read their sentences aloud clearly, so that their partner will understand them without the need for repetition. To ensure this happens, you could give each student about three minutes alone to find the answers and practise saying the questions, then put an A student with another A student (the same for B students), so they can check both their answers and their pronunciation. Monitor and correct any errors you hear.
- The activity in A / B pairs works most effectively if it keeps up a good pace. Students can take it in turns to ask their questions, and you could impose a five-second time limit to answer (students can count slowly from 1 to 5 when they have asked their question). This will probably provoke some light-hearted disputes but it usually adds to the fun of the activity and maintains the momentum. At the end, find out which pairs got all their answers correct.

vocabulary common phrases

- You could check the answers to **exercise 1** before students do **exercise 2**; or let students do both exercises at once. At the end though, pair up students to practise the short dialogues together.

exercise 1

1 What happened to Joe?
2 What's the matter?
3 Do you need any help?
4 You don't look very well.
5 Can I give you a hand with that bag?

exercise 2

1 – b 2 – a 3 – e 4 – d 5 – c

natural English

- Go through the example and make sure they know what to do. The purpose of all the **natural English** review exercises is to give learners a reason for looking back through the book, and to get them into the habit of doing this. You could set similar tasks yourself: write five questions on grammar, vocabulary, or **natural English**. Students answer the questions then go back to the relevant page(s) or unit(s) to check their answers themselves. This is all part of encouraging students to become more independent learners.

Want to know more? Go to **how to ...** develop learner independence *p.153*

eleven

in unit eleven ...

reading from A to B *p.98*

wordbooster shops and products adjectives (3) *p.100*

listening how to ... recommend *p.102*

extended speaking town survey *p.104*

test yourself! *p.105*

review *p.105*

wordlist *p.140*

reading from A to B

75–90 mins

talk about gadgets using adjectives

focus on comparative adjectives and **talk** about bikes / motorbikes

read about unusual forms of transport

discuss statements using **natural English** phrases

lead-in

- Some of the vocabulary items in **exercise 1** are being revised, but a few will be new. You can either pre-teach these, or encourage students to use dictionaries to check meaning. These items will be useful throughout the lesson. See **troubleshooting** on the right.
- Go over the answers to **exercise 1**, and practise the pronunciation of the more difficult items, especially *safe, exciting,* and *unusual.* You could then do a 'test your partner' activity: tell one student in each pair (with their book open) to test their partner (book shut) on the opposites, then swap.
- For **exercise 2**, start with an example for the whole class. Which words could they use to describe a motorbike? (There is a a photo on the page if this item is new.) Elicit their answers, then do the others either as a class or in pairs.

Want to know more? Go to **how to ...** select, organize, and present vocabulary (verbal techniques) *p.167*

grammar comparative adjectives

- **Exercise 1** provides an oral lead-in to the grammar; you could also ask students if they had a bike when they were young, or if they think bikes / motorbikes are practical where they live.
- The two examples in **exercise 2** are model sentences for comparatives. Students should be able to understand them from the context using the pictures. Check the answers, and then copy the two sentences onto the board. Highlight the grammar: comparing with short adjectives, e.g. *small,* say adjective + *er,* and for long adjectives, e.g. *expensive,* say *more* + adjective. Don't go into more detail at this stage, as students will analyze the rules more thoroughly in a few minutes. See **language point** on the right.
- Highlight the pronunciation in **exercise 3** using your sentences on the board. Play the recording and underline *smaller* / *than,* and add the /ə/. Give students plenty of oral practice of these sentences. See **ideas plus** on the right.
- In **exercise 4**, students will be using the comparative form throughout. At this point they have to understand and use the comparative forms given, but later they will have to produce their own examples. Organize the pair work (i.e. all A students together, answering the questions, ditto for B students). Monitor and check their answers. The answers are deliberately not all factual; some call for opinions (hence the answer key).
- Reorganize the pairs for **exercise 5**. This time they have to listen and respond more spontaneously. At the end, do a few questions and answers across the class.
- The table in **exercise 6** focuses on the rules of form. Students at this level have often come across these before, and in controlled conditions manage comparatives quite well, but have more difficulty using them spontaneously.
- Students can use the adjectives from the table in **exercise 6** or their own ideas for the gap-fill in **exercise 7**. Demonstrate with examples that they need to write true and false sentences. Monitor and correct where necessary, before students work with a partner. If they need more practice at this point, use **practice exercises** on *p.141*, but to provide variety, it might be advisable to go on to the reading.

best of all

exercise 1
easy / difficult; practical / impractical;
common / unusual; useless / useful; safe / dangerous;
fast / slow; boring / exciting

troubleshooting abstract vocabulary

There are a few abstract items in **exercise 1** which learners may not know. They can use dictionaries to find the meaning or, with a monolingual group, you can use translation. Alternatively, you can explain the items yourself. This has the advantage that learners are listening for a real purpose, and if they have to work harder to process the meaning, it may be more memorable. However, you need to convey meaning very simply and clearly. Here are some suggestions:

- *common / unusual*: use local examples to help (adapt them to your context), e.g. In (Spain), (Juan and Maria) are common names, i.e. a lot of people are called (Juan and Maria). (Eulogio) isn't a *common* name: it's *unusual*. *Common* = true for a lot of people / in a lot of situations; *unusual* is the opposite.
- *practical / impractical:* you could use another local example (if this is true), e.g. Bikes are practical in the centre of town, but they're *impractical* if you want to go from (Zurich to Geneva). A different context: Short hair is very *practical* if you do a lot of sport; long hair is *impractical*. *Practical* = good and useful for a particular situation.

---

exercise 2
1 The bike (102 cms) is **smaller than** the motorbike (117 cms).
2 The motorbike (€10,499) is **more expensive than** the bike (€389).

exercise 4
Student A
a bike
b motorbike
c motorbike
d could be either
e bike
f could be either
g could be either

Student B
a motorbike
b bike
c bike
d bike
e motorbike
f bike
g either

exercise 6

adjective	comparative (than)
big	bigger
fast	faster
safe	safer
easy	easier
slow	slower
useful	more useful
practical	more practical
common	more common
dangerous	more dangerous
comfortable	more comfortable
good	better
bad	worse

language point anticipated problems

The most common problems are:

- using the adjective form alone, e.g. *is ~~cheap than~~*
- using *more* + all adjectives, e.g. ~~*more cheap than*~~
- using *more* and *-er*, e.g. ~~*more cheaper than*~~
- using *that* instead of *than*

Spelling causes some difficulty, especially doubling a consonant, e.g *big / bigger* and adjectives ending in *-y*. Go over all the answers carefully, writing them on the board so that students can check their spelling.

ideas plus drilling

When drilling example sentences, you often need to isolate important features to help learners receptively and productively. Here, the *-er* ending and the weak form in *than* /ə/ are difficult for students to hear in natural speech, and they are not likely to notice them unless you draw attention to them. Once they have listened to **exercise 3**, you can break the sentences down to focus on specific pronunciation problems, like this:

Teacher:	/ə/	Students repeat (chorally and individually)
T	*smaller*	Ss repeat
T	*than* /ðən/	Ss repeat, etc.
T	*smaller than*	Ss repeat, etc.
T	*The bike's smaller*	remember to check individuals
T	*The bike's smaller than the motorbike*	choral and individual drill

Try to maintain the weak forms and contractions throughout your drill. Vary the choral drilling with individual practice: this is important, as some learners may be pronouncing inaccurately, and it is very hard to detect in a choral drill. Choral drilling gives volume of controlled practice and if you keep it light and pacy, it can also be fun. Individual practice and your monitoring of each learner's pronunciation is more important, however.

read on

- The article in this section takes a light-hearted look at traffic problems. If this style of article is culturally unfamiliar to your students, you may need to explain that it is meant as a joke. **Exercise 1** is a gist task. In **exercise 2**, learners can read the texts quickly first to get the gist, then go back and scan for the answers. Ask them to underline the parts of the text which relate to each correct sentence; you may need to do the first one together to demonstrate this. Check the answers with the class at the end.
- Many learners have difficulty expressing *How long does it take?* (**natural English, exercise 3**), as this meaning of *take* (= need a particular amount of time) does not translate literally into some other languages. With a monolingual group, you could use translation to highlight the meaning of *take*. Drill the questions and answers.
- Brainstorm ideas relevant to your teaching situation in **exercise 4**, and put them on the board. Get learners to ask you a few questions first, then move on to pair practice. See **ideas plus** on the right.

speaking it's your turn!

- You could use the exercises in the order suggested in this section, or reorganize them: start with **exercise 2**, teaching the language in the **natural English** box, then go back to **exercise 1**, thinking about the sentences, and finally, do the speaking practice in **exercise 3**.
- Check that students understand the statements in **exercise 1**, then ask them to consider the statements and their reasons, and think of their own statement(s). See **troubleshooting** on the right.
- There are two classic errors you can anticipate with the language in the **natural English** box in **exercise 2**: ~~*I'm agree*~~ and ~~*it depend*~~, or ~~*it's depend*~~ or just ~~*depend*~~. Listen out for these mistakes.
- Get students on their feet for **exercise 3**. Monitor, make notes, and encourage students to move around. At the end, have a class vote on each statement. Give feedback on language use.

wordbooster

30–45 mins

shops and products

- For **exercise 1**, students can use dictionaries if available. Do the first example together, and point to the picture of *lamb* as a possible answer to the first gap to encourage them to use the pictures. Go over the answers. If students have different ideas for the gaps, write them on the board and check the class understands them. This is a useful way of expanding their vocabulary. See **language point** on the right.
- Use the recording in **exercise 2** to focus on word stress and sounds. Demonstrate the first example, pausing the recording to allow them time to underline the stress. Check the answers and practise pronunciation of the different shops.
- The use of *get* meaning *buy* in the **natural English** box (**exercises 3** and **4**) is very common. When students have practised a few examples in **exercise 4**, A could test B, then they can swap.
- Get the class on their feet for **exercise 5**, demonstrating first with two learners. The answers could be places, names of shops, etc. This will be fun for most classes, but if it is culturally inappropriate, don't use it.

adjectives (3)

- You can ask students to use dictionaries for **exercise 1**, or if you prefer, pre-teach a few items yourself, e.g. *healthy, lucky, rich, poor*. The likelihood is that learners will come up with some stereotypical standard answers for each adjective + noun, although you may have some imaginative learners who produce something more original or humorous. Monitor all the students and check their answers are relevant; if not, explain the meaning again to that pair. Don't go over their answers yet.
- Now use recording **11.5** (**exercise 2**). Pause after each answer and see if their answers are the same. If not, students should call out their answers, and the class can decide if they are correct or not.
- **Exercise 3** is a simple way to practise the adjectives. Do a few examples with the class, then students continue with a new partner. You can decide whether B students should have their books open or shut. Swap roles so they both take turns at guessing. See **ideas plus** on the right.

exercise 2
best

exercise 3
1 cheaper
2 faster
3 faster
4 wasn't
5 didn't do
6 didn't feel

exercise 4
1 b
2 a
3 c

ideas plus speaking

For extra speaking practice, get students to talk about these forms of transport in relation to their town / city. You could include a few others, e.g. a sports car, an electric bike, a family (saloon) car, etc. Different forms of transport (public and personal) are appropriate in different places, e.g. in a hilly city, a bike isn't very useful, but in a flat city it is; in an old town with narrow streets, a bike is fine, and an electric bike is even better because it's quicker. Put students in small groups for discussion, then at the end, they can tell the rest of the class the best and the worst form of transport for their town (in their opinion). They will almost certainly need to use comparative adjectives at some point during this activity.

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can you remember ...?
more common, faster, more comfortable, bigger, better, more interesting, easier, happier

troubleshooting getting ideas

Some learners may not find it easy to think up statements. If so, try these suggestions:

- do it as a brainstorm in small groups (more ideas will be generated).
- give them some topics as prompts, e.g. compare two sports, two animals, two local places.
- give them some 'first words' to complete, e.g. *Dogs are ... / English grammar is ... / Swimming is ...*

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exercises 1 and **2**
possible answers
butcher's: chicken and lamb / beef / pork
furniture shop: tables and chairs / beds / sofas
baker's: bread and cakes
shoe shop: shoes and boots
record shop: cassettes and CDs
chemist: aspirin and toothpaste
clothes shop: shirts and trousers / jackets / skirts
supermarket: sugar and coffee / vegetables / olive oil
department store: clothes and furniture / toys / perfume
post office: envelopes and stamps

exercise 3
get means *buy*

language point possessive *'s*

In English, we can use possessive *'s* to talk about shops simply by referring to the shopkeeper and adding *'s*, e.g. *baker's* (shop), *butcher's* (shop). 'Shop' is understood in these examples and doesn't need to be said. In the case of *chemist / chemist's*, native speakers sometimes use *chemist* to refer to the shop, probably because it takes more effort to pronounce the *-st's* ending /sts/. (Incidentally, *chemist* (*'s*) is a false friend in some languages, e.g. Polish, where it means a shop that sells chemical products.)

We also use 's in the following examples:

I'm going to the doctor's / dentist's. = doctor's / dentist's surgery

I met him at Steven's. = Steven's home

---

exercise 1
see tapescript **11.5** (*p.154*) for possible answers

ideas plus extending the activity

In another lesson (or with other levels), you could repeat this activity type as a warmer. Make a list of suitable nouns / adjectives you want to revise, e.g. *a dangerous sport, a good-looking actor, a red* (*green / white*, etc) *vegetable, a clever politician, an attractive sportswoman*, etc. Dictate your prompts, then students work in pairs to come up with examples. You could write your own example for each one, and in feedback, award points: one point for a suitable answer, two points if the answer is the same as yours, and a bonus three points for a clever or funny answer. Proceed with the peer testing as in **exercise 3**.

listening how to ... recommend

60–75 mins

- **talk** about places you recommend using **natural English** phrases
- **listen** to a radio holiday programme
- **focus** on superlative adjectives
- **talk** about places to visit in your country
- **correct** spelling mistakes in a letter

lead-in

- You will need to pre-teach *recommend*. See **language point** on the right. Go through the example in **exercise 1** and make it clear that you don't want students to use *recommend* in their answers.
- Play recording **11.6** (**exercise 2**), then check the answers. Explain that *should* is an important verb in English and commonly used for recommending. If you have any recommended places on the board, ask a student to make a sentence using *should*. Play recording **11.6** again (**exercise 3**) to focus on pronunciation. Drill the sentences round the class, then let them practise quietly on their own.
- **Exercises 4** and **5** provide more personalized practice of *should* + verb and *don't* + verb. Give students time to complete the table in **exercise 4**, while you help with language or ideas. Create small groups for **exercise 5** and monitor. Use the **language reference** and **practice exercises** now, or come back to it later.

listen to this

- Look at the questions for **exercise 1** together and check they understand *presenter* (a person who introduces different parts of a TV or radio programme). Play recording **11.7**.
- Students listen to the whole passage in **exercise 2**, but the task only requires limited information. **Exercise 3** is more demanding, and before you play the recording a second time, give students time to read through the sentences. They could compare with a partner before you check the answers.
- The final recording (**11.7**) asks one of the listeners to the programme to choose his favourite destination. Play **11.8**, and check the answers. Afterwards let students listen again with the tapescript.

grammar superlative adjectives

- All the speakers in the previous recordings used superlative adjectives, so **exercise 1** is a chance to see how many students can remember what was said. You could elicit the answers (don't confirm any), then send students to tapescript **11.7** to check for themselves.
- **Exercise 2** tests learners' powers of deduction. From just two examples, can they see an underlying rule? Some will find it quicker than others, but in pairs there is a good chance that at least one student in each pair will work it out. Check the answers carefully at the end, then use **exercise 3** to confirm and consolidate their understanding.
- **Exercise 4** highlights a common feature of pronunciation. See **language point** on the right.
- Play recording **11.9** and check the answers. If there are any problems, play it again until students can tell whether the 't' is omitted or not. Then they can practise saying the sentences in the same way.

Want to know more? Go to **how to ...** help low-level learners with pronunciation *p.174*

- Pair up students for the writing activity (**exercise 5**) and monitor their sentences. When you are happy with what they have written, mix the pairs for the speaking activity (**exercise 6**). For extra practice, students could write about others in the class, as long as you don't have any students who might produce rather insensitive comments.

speaking it's your turn!

- Give students time to think and make notes (**exercise 1**). Monitor the discussion in **exercise 2**, paying special attention to the use of comparative and superlative adjectives, plus the use of *should*.

writing

- The letter contains common spelling errors (especially words which double a consonant in certain forms), but you could produce your own texts with common errors your students make.
- If your students are exposed to a lot of American English, they may confuse British and American spelling. In this letter, *traveled* (with a single 'l') would be correct in American English. The differences are not very significant, but we suggest that students try to be consistent in using either British or American spelling. To get the students to do some writing, see **ideas plus** on the right.

can you remember ...?
see *p.90*

exercise 2
see **tapescript** *p.154*

language point *recommend*

You could explain that when you *recommend* something, you tell people about something you think is good (or good for them). For example:

Teachers often recommend dictionaries for students to buy.

Forming sentences with *recommend* is difficult at this level, so the only productive use we are including is question + a noun, e.g. *Can you recommend a record shop?* Students may want to say *I recommend*, deter them from doing so; it sounds over formal.

Principally we want students to understand the concept of *recommend* in order to teach one use of *should*, which follows shortly.

---

exercise 1
1 The Travel Show
2 exciting places for a holiday

exercise 2
Venice, Crete, and Cairo

exercise 3
speaker 1: 1 in winter 2 by water bus 3 restaurants
speaker 2: 1 in late spring 2 by car
speaker 3: 1 by boat 2 go shopping

exercise 4
Venice

---

exercise 1
1 most romantic 2 friendliest

exercise 2

ADJECTIVE	COMPARATIVE	SUPERLATIVE
happy	happier	the happiest
beautiful	more beautiful	the most beautiful
interesting	more interesting	the most interesting
hot	hotter	the hottest
expensive	more expensive	the most expensive
good	better	the best
bad	worse	the worst

exercise 3
Use comparative adjectives to compare one thing with **one other thing**.
Use superlative adjectives to compare one thing with **other things in a group**.

exercise 4
1 no 2 no 3 no 4 yes 5 no

exercise 5 possible answers
1 is the most attractive
2 is the oldest
3 is the youngest / shortest
4 is the smartest / oldest woman
5 is the fattest / ugliest
6 has the longest hair
7 is the tallest

language point elision

Elision refers to the disappearance of a sound in connected speech. In **unit 10**, we had the example *I can't do it*, in which the 't' in *can't* is elided, i.e. omitted. The most common elisions in English occur with 't', although you also get the elision of the schwa /ə/ in unstressed syllables in some common words which are notoriously difficult for learners of English: *interesting, vegetable, comfortable*, and so on.

If students are not prepared for this feature, they may fail to recognize certain words in connected speech, and are likely to pronounce them either incorrectly or in a way that sounds unnatural.

---

exercise 1
beautiful; weather; biggest; there; stopped; travelled; Italian; friend; Swiss; doctor

can you remember?
the most expensive; the oldest; the best; the worst; the most beautiful; the most comfortable; the smallest

ideas plus pair dictation

Put the students in A / B pairs: A closes their book and writes down what B reads. B reads the first part of the letter in the **student's book** (from *and then* to *for a night*). They should spell *Zurich* and *Lucerne* for their partner. Then they change roles for the second part of the letter. At the end, they can compare their writing with the letter. Have they spelt everything correctly?

eleven

extended speaking town survey

60–75 mins

collect ideas and talk about your town

prepare a survey about your town

listen to interviews about New York

do the survey and ask and answer in groups and pairs

- It is important at the beginning of this activity to let learners read the boxes at the top of the page which will tell them what they are going to do in the lesson, or tell them yourself. This will enable them to get the whole picture. You should also give them time to look back at the **can you remember ...?** boxes which appear in the unit.

collect ideas

- In this extended speaking activity, learners have the opportunity to use language they have learnt in this unit: comparative and superlative adjectives, 'shops' vocabulary, recommendations, agreeing, and disagreeing. We wouldn't expect them to use the language accurately and fluently, but be generous in your praise of attempts to use the language and communicate effectively. Make notes for feedback at the end, and aim for a balance of good language use and errors to correct. In monolingual classes, there may be differing opinions for **exercise 1**, in their likes / dislikes and the reasons. Give students time to think, then compare with a partner.
- With multilingual classes, you have a choice. They can talk about their home town or city, which would make the conversation an information gap about towns in different countries. Alternatively, they could talk about the place where they are studying at the moment, in which case, see **ideas plus**. The second suggestion would lead more neatly into the rest of the extended speaking activity, but you may prefer to let students talk initially about a place they know very well.

prepare a survey

- For both mono and multilingual classes, students will need to prepare survey questions (**exercise 2**) about the town / city they are studying in. See **troubleshooting** on the right.
- The opinion survey gives three example questions, all using the superlative form. Make it clear that students need to produce questions with superlatives, and elicit one or two more example questions using the vocabulary provided (including their own ideas). Although they decide on the questions together in their groups, each student needs to write them down, as they will be interviewing a different student in **exercise 7**. Monitor this stage carefully, and help and correct where necessary.
- Give learners a moment to write notes for **exercise 3** and encourage them to think about their reasons.

listen

- The recording in **exercise 4** gives students listening practice, but also is a model for the interviews. Don't spend too long on this stage. The focus should be on the student interaction which follows.

exercise 4
What do you think is the most interesting tourist attraction in New York?
What about the most dangerous area?
What about the most famous café or restaurant?
What's the busiest street?

exercise 5
Roger and Lorelei have different ideas about each question.

do the survey

- For ease of class management students continue in their groups for the survey in **exercise 6**. However, to make the activity more challenging, you could do it as a class mingle, with each person interviewing three new students. This would add to the spontaneity as learners would be answering questions they hadn't planned. Monitor carefully and make notes for feedback later.
- In **exercise 7**, learners work with a new partner. With a large class, you could extend this to two or three partners, but as always, bring the activity to a close before they lose interest and concentration.

compare answers

- This gives students the chance to look at the survey results together and extract some key information. You will need to demonstrate with another student what to do. Finally, when they have exchanged ideas with another pair, bring the class together for feedback. You could also have a vote on the best / worst thing in their city. See **ideas plus** on the right.

ideas plus writing

You could ask students alone or in pairs to produce a handout or notice on these lines:

OUR TOP FIVE PLACES IN (*name of place*)

restaurants We think the best restaurant is 'Belvedere' near the church. The food is excellent and not expensive.

tourist attractions The most interesting place to visit is the Motor Museum. There are cars from 1900 to the present day and it's only €5 for students.

food shops, etc.

Provide a short model on these lines for students to follow. Help and correct while they are writing (word processing would be ideal for this). In the next lesson, stick the notices around the room or circulate them for everyone to read.

troubleshooting short-stay multilingual classes

If you are teaching a multilingual class in an English-speaking country, you can do the town survey with your learners as long as most of them have been in the country for a little while (at least a few weeks). If your students arrived very recently (e.g. a week ago), they may have very little to say. If this is the case, you could do this speaking activity later in the course, when it would be more productive. Even if you wait a few weeks, students will still benefit from the language practice, and they may have stronger opinions about the place they are staying in. In fact, this activity could be done with students at pre-intermediate or even intermediate level.

test yourself!

test your vocabulary
1 slow, poor, impractical, useful, common
2 shoe shop, butcher's, baker's, record shop, chemist, department store
3 healthy, lucky, busy, modern, popular, wonderful

gap-fill
1 most 2 should 3 than 4 more

error correction
1 The ~~most~~ nicest way to see the city is by boat.
2 Jack's bike was **cheaper** than I thought.
3 He's **the** most important person in my office.
4 Seven is my **lucky** number.

eleven review

45 mins

grammar comparative adjectives

- This is a quick revision activity: learners have to produce not only adjectives with the opposite meaning, but also in the comparative form, and some opposites have different forms, e.g. *more difficult – easier*. Notice that *less* + adjective is also possible, e.g. *less expensive / difficult / boring*. You could teach *less* at this point. Go over the answers at the end.

grammar comparative adjectives
more expensive / cheaper; safer / more dangerous; more difficult / easier; worse / better; more boring / more interesting; younger / older; quieter / noisier; smaller / bigger; colder / hotter

grammar superlative adjectives

- In **exercise 1**, students have to write superlative sentences. Look at the example first, highlighting the use of *in* (*the longest river **in** the world*). See if students can work out the other record breakers in pairs. Monitor and help with vocabulary.
- Use tapescript **11.1** for learners to check their answers. Pause after each description to answer both questions in **exercise 3**.

grammar superlative adjectives
see **tapescript** *p.155*

natural English

- The extra (incorrect) words inserted into sentences 1–6 are in fact common errors. This could be set as homework, which you can check in class in the next lesson.
- You can do **exercise 2** with pairs working together, or ask pairs to shout out their answers and see if other students agree.

twelve

in unit twelve ...

reading
who are they?
p.106

wordbooster
clothes
telephoning
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listening
how to ... use the phone
p.110

help with pronunciation and listening
pronunciation: consonant groups
listening: being an active listener
p.112

test yourself!
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review
p.113

wordlist
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reading who are they?

75–90 mins

- **listen** to someone talking about their friends
- **talk** about your friends using **natural English** phrases
- **read** about a painting and **talk** about it
- **focus on** the present continuous (happening now)
- **describe** another painting using the present continuous

lead-in

- Most people have at least one group of friends they can describe in this activity. See **ideas plus** on the right.
- Recording **12.1** (**exercise 2**) is a model for the students' own conversations. You could use this after **exercise 1**, or if you prefer, reverse the order, i.e. tell students to read the questions in **exercise 1** and listen for the answers. They can think about their own friendship group after that.
- The **natural English** box in **exercise 3** contains an example of ellipsis: *How about you?* It avoids unnatural repetition. Elementary learners can probably say *And you?* which is natural, but *How / What about you?* are extremely common; even if they don't use it immediately, they need to understand it.
- When learners mingle in **exercise 5**, check they sound as natural as possible. One possible pitfall is that the listener may ask questions which the speaker has already answered. Encourage them to talk to different people. At the end, ask them to tell the class anything interesting they found out about a classmate, then give some quick feedback on language. You could also have a show of hands: how many people have friends of the same sex / a different sex / similar age group / different age group?

---

read on

- The short quiz in **exercise 1** has three functions: to tune learners in to the topic; to motivate them to read and see if their guesses were accurate; and finally, to check understanding. It doesn't matter if they guess wrongly: they will find out the answers when they read. Tell students to cover the text when they answer the questions. It would be advisable to pre-teach *painting* (n) (use the picture), *paint* (v) (mime it), and *painter* (n) (elicit or give examples of famous painters, but avoid Renoir). Don't give the answers to **exercise 1** at this point, as students have to read the text in **exercise 2** and find the answers.
- Students can work with their partner again on **exercise 2**. Go over the answers together.
- For **exercise 3** learners have to look at the numbers around the painting and say who the people were. This could be done in pairs or as a group. See **ideas plus** on the right.
- Students have the opportunity to give their opinion of the painting in **exercise 4**. You could give them some prompts to discuss: do they like the colours, the place, the people? Some learners will have more to say than others. If it is only a few minutes of class time, this is reasonable, but don't spend too long on it if some students are not very involved.

Want to know more? Go to **how to ...** develop learner independence *p.153*

exercise 2
Roger has a group of **four** friends. There are **three men** and **one woman**. They are all **the same age**. They **go to a cinema club together** and they meet **once a month**.

ideas plus getting students to talk

You may need to prompt some students with one or two ideas, e.g. school / college friends, friends from work, neighbours, a group with the same interest – a sport or hobby. You could start as suggested in **exercise 1** by letting them think about their own group, or you could get students to ask you questions about a group of friends you have. Tell students to think about their answers, and how to say them in English. This will help them to speak more fluently in **exercise 5**.

---

exercise 2
1 c 2 b 3 a 4 a

exercise 3
2 Alphonsine Fournaise / Alphonse's sister
3 Aline Charigot / Renoit's girlfriend
4 Charles Ephrussi / banker and art collector
5 Jules Laforgue / poet
6 Maggiolo / Italian journalist
7 Angèle / actress
8 Gustave Caillebotte / artist and close friend of Renoir

ideas plus vocabulary in texts

Some new vocabulary items are explained in the **glossary**, and this will help students to read more easily. However, other items are not explained because it isn't realistic for learners to read a text in which every word or phrase will be known or explained. Students also need to recognize that, most of the time, they only need to understand the main points in a text, and that can be achieved without understanding every word. Nevertheless, many learners like using texts to increase their vocabulary. In this instance, they could underline any unfamiliar items and try to guess the meaning with a partner. They can then check in a dictionary, or you can go over the items at the end. Possible items might include *boating, close friend, top hat, banker, art collector, jacket, poet, greatest* (although some of these may be cognates in their language). Encourage students to record new words in their notebooks, or they may be quickly forgotten.

grammar present continuous

- Even though the form in **exercise 1** is likely to be new for some learners, it shouldn't interfere with their understanding, and they should be able to answer questions 1–6. You could set a time limit of a minute for pairs to do **exercise 1** together. Go over the answers.
- For **exercise 2**, tell students to look at the examples to help them with form. Use the board or OHP to go over the answers to check spelling as you do this, practise pronunciation of the forms. See **language point** on the right.
- **Exercise 3** uses the painting again to practise the present continuous. Encourage students to use contractions, except *are* which is rarely contracted. If they work alone on the exercise, encourage them to compare in pairs, reading the sentences aloud rather than showing them; this will provide more oral / aural practice. Check the answers with the class.
- The listening activity in **exercise 4** is intended to simulate the sounds of the boating party. Most vocabulary will be known, but students may ask you how to say *cough*. Play recording **12.3**, and ask them to remember what they hear, e.g. *Someone's laughing; people are talking*. Elicit one or two sentences, then see what pairs can produce. Replay if necessary. Pairs could call out their answers or write a sentence each on the board. Look at them together and elicit any corrections.
- Finally, in **exercises 5** and **6**, students practise questions and short answers. Monitor and correct as they write. Use the **language reference** and **practice exercises** at this point or later. See also **worbook, expand your grammar** for verbs rarely used in the continuous *p.62*.

speaking it's your turn!

- For **exercise 1**, students can make notes. Help with vocabulary and encourage dictionary use.
- The game in **exercise 2** will require a little demonstration. Get one group of three to come to the front, and ask one student to read a sentence: have the others got the same sentence? If so, no points are awarded, but if no one else has the sentence, that student gets a point. Put the rest into small groups and monitor the activity. At this point, or for revision in a later lesson, you could use your own postcards or pictures of suitable paintings, but make sure the vocabulary load is manageable.

wordbooster

30–45 mins

clothes

- This section develops the clothes vocabulary from the previous lesson. Students will probably know some clothes items already, so for **exercise 1**, give them a moment to match words to pictures (but deter them from writing on the pictures, or **exercise 2** will be difficult). They can then work with a partner and a dictionary to check the other words. Drill the pronunciation, especially where phonemic script is provided. See **language point** on the right.
- For **exercise 2**, elicit an example sentence about the first picture, e.g. *In picture B, she's wearing a green jacket*, then tell learners to cover the words and work in pairs. Monitor and correct, and elicit examples at the end. Students could write descriptions for homework.
- Demonstrate what to do for **exercise 3** by sitting back to back with a learner. This activity may be noisy as people sitting back to back tend to shout! Swap students so that they use different vocabulary with different people.

telephoning

- This section prepares learners for the next lesson. You could pre-teach a few items in a scenario, e.g. I phoned my sister yesterday; she was **out**. I left a message. *Please ring me!* She **rang** me **back** at 1.00. Check understanding and practise the sequence. Then do **exercise 1** which tests basic understanding of the text.
- **Exercise 2** focuses on a more detailed understanding of the new items. When you have done **exercise 3**, go over all the forms of the items on the board for students to copy into their notebooks, e.g. *to phone someone / the line is engaged* (= busy)
- After listening to the recording in **exercise 5**, students can focus on their pronunciation. See **ideas plus** on the right. See also **workbook, expand your vocabulary** *p.61* (mobiles).

Want to know more? Go to www.oup.com/elt/teachersclub/articles/pronunciation_games

exercise 1

1 true
2 true
3 false
4 false
5 true
6 true

exercise 2

positive

I'**m**
He / She'**s**
You / We / They'**re**
} working.

negative

I'**m** not
He / She **isn't**
You / We / They **aren't**
} working.

questions

Are you / we / they
Is he / she
} working?

short answers

Yes, we / they **are.**
No, he / she **isn't.**

spelling:

saying, swimming, smoking, working, playing, sitting, smiling, talking, studying, getting, living

exercise 3

1 are sailing
2 is drinking
3 isn't wearing
4 is looking
5 is standing
6 is sitting
7 aren't eating
8 is smoking

exercise 4 possible answers

someone is laughing; someone is playing the piano; someone is singing; people are eating; people are drinking; people are speaking French; someone is coughing

language point present continuous

In some languages, the continuous forms exist, e.g. Spanish and Portuguese (although they may be used differently). In other languages, e.g. French, Greek, Turkish, Russian, there is no equivalent form, so these learners tend to overuse the present simple, e.g. *I can't help you now because I ~~work~~.*

There are many potential errors with this form:

- omitting the verb *be*, e.g. *~~She smiling~~. ~~They swimming~~.*
- confusing simple and continuous forms, e.g. *~~He's eat~~. ~~I'm wear~~ a blue shirt.*
- confusing the two different but correct negative forms: *He's not / He isn't eating; They're not / They aren't laughing.*
- spelling: most verbs add *-ing*, e.g. *going, staying,* but some verbs ending with a consonant-vowel-consonant, double the consonant, e.g. *swimming, running*; verbs ending in *-e* drop the *-e* and add *-ing*, e.g. *smiling*. See **language reference** *p.142*.

can you remember ...?

Someone is ... people are ... sailing, talking (to each other), laughing, sitting / standing, drinking, wearing (hats / a jacket, etc.) ... / playing with a dog

exercise 1

The man on the left is wearing a coat, a suit, trousers, a shirt and tie, and shoes.
The man on the right is wearing a hat, a T-shirt, jeans, trainers, and is holding a jacket.
The woman on the left is wearing a hat, a jacket, a dress, and shoes.
The woman on the right is wearing a top, a jumper, a skirt, and boots.

language point clothes vocabulary

- *Jeans and trousers* are plural nouns in English *not ~~a jeans / trousers~~.*
- Students often confuse *skirt* and *shirt* because they sound similar. *Shirts* can be worn by men or women.
- A *top* (*a shirt, t-shirt,* or *blouse*) is usually worn by women. However, *top* in compound nouns, e.g. *pyjama / tracksuit top* can be worn by men or women.
- A *suit* can be worn by men or women (*a jacket + skirt*, or *jacket + trousers*).
- A *dress* is only worn by women. The verb *get dressed* applies equally to men or women: *He got dressed in a hurry.*
- *Jumper / sweater* have the same meaning. *Jumper* is used in British English; *sweater* is used in British or American English.

exercise 1

four times

exercise 2

1 The line was engaged.
2 He left a message on the answerphone.
3 He left a message with the secretary.

exercise 3

ring, call, phone, ring back

ideas plus reading aloud

Learners can practise pronunciation in their own time using short texts like this. Simplified readers often have accompanying recordings which students can use as pronunciation models. Point out the sense groups marked on the tapescript with slashes, and ask students to listen and notice them. Then they should focus on words which they find hard to pronounce (perhaps checking with you or a dictionary), for instance, *lawyer, engaged, minutes, answerphone, message,* and *busy*. After that, they can either listen and repeat the recording (you will need to pause it), or read the text at the same time as the recording. Finally, let them practise with a partner (monitor and help here). They can follow a similar procedure in their own time: record themselves reading, then listen to their efforts.

listening how to ... use the phone

60–75 mins

talk about how you use mobile phones using **natural English** phrases

focus on present simple and present continuous

listen to two phone conversations and **practise** parts of them using **natural English** phrases

write part of a phone conversation and a message in reply

role play a phone conversation

lead-in

- With recent inventions, new words enter the language. See **language point** on the right. Direct learners to the relevant part of the flow chart in **exercise 1** and let them think about their answers. There is a focus on *mostly* coming up, so if anyone asks about the meaning now, just explain quickly that it means 'usually' or 'most of the time'.
- **Exercise 2** highlights *mostly* in the **natural English** box. Few students seem to know or use it, yet it is a high-frequency word. Play the recording and make sure they recognize that the 't' is omitted. They can practise the dialogues then discuss their answers (to **exercise 1**) in **exercise 3**. Finish with feedback.

grammar present simple vs continuous

- If you think your students might need some initial help with **exercise 1**, you could elicit the answer to the first sentence before asking them to complete the others; alternatively, put them in pairs to do the exercise. Check their answers, then move on to **exercise 2**. Students should now be very aware of the contrast between the two forms, and this is made explicit in **exercise 3**. After **exercise 4**, you could elicit further examples of things that happen on a regular basis (e.g. *we have a test at the end of each month*), and things that are happening now (e.g. *we're listening to you*), or in a temporary period including now (e.g. *we're studying the present continuous in this lesson*).
- **Exercise 5** is an opportunity for the students to test their understanding of the difference between the two forms. The real focus is on the present simple vs present continuous, so if you think your students may struggle to find the correct verbs as well, put these on the board. For more controlled practice, go to **language reference** and **practice exercises** on *p.143*; for freer practice, see **ideas plus** on the right.

listen to this

- Play recording **12.6** (**exercise 1**). Ask students to give a reason for their answers.
- Move on to the **natural English** box and **exercise 2**. First highlight the common mistakes, then ask students to complete the dialogue. Play the recording again for students to check their answers. You could use the recording again as an intonation model.
- For **exercise 3**, get learners to read sentences 1–6 first. If necessary, remind them about *out* in sentence 1 (= not here), and *be back* in sentence 3 (= return). Then play the whole conversation and monitor the students' answers. Go through the answers, then play it again for **exercise 4**.
- The listening challenge (**exercise 5**) is Trisha's return call. Play recording **12.7** and check answers. You can then let students listen with the tapescript, but for further exploitation, see **ideas plus** on the right.
- **Exercise 6** continues with a **natural English** box containing common phrases used in more formal telephone introductions. Play recording **12.8** and check the answers. *My name's* ... is a little more formal and is used more in first meetings.

writing

- This section recycles a lot of the language from the lesson. In **exercise 1** monitor while students discuss their answers. Point out that they only need one word for each gap. Check their answers before they practise the conversation in **exercise 2**.
- Finally, let them write the message (**exercise 3**). You could ask several pairs to come and write it on the board. Are they the same / correct? Are there any other answers that would also be correct?

speaking it's your turn!

- The role play is similar to the written conversation in **exercise 1**, but this information gap makes it more demanding. Give each student time to prepare what they can (**exercise 1**), helping where necessary. Then put them in pairs, seat them back to back so they cannot see each other, and monitor their conversations. Students could swap roles and repeat the role play with a different partner. Give feedback at the end.

can you remember ...?
phone, ring, answerphone, phone number, engaged, leave a message, call, mobile, phone, no answer, be out

exercise 2
no

language point evolving vocabulary

Now that *mobile phones* are an everyday part of our lives, people just refer to them as a *mobile* (*phone* being understood). Similarly *video recorders* and *DVD players* are called *videos* and *DVDs*, with the context making it clear whether we are referring to the machine itself or the tape / disk used in the machine. We can now use the word *text* as both a noun and a verb:

Let's send him a text. *Text me when you get there.*

---

exercise 1
1 is sitting
2 is wearing
3 is talking to / is phoning
4 is eating

exercise 2
present simple

exercise 3
1 d
2 a
3 c
4 b

exercise 4
present simple; present continuous

exercise 5
1 's reading
2 sleep
3 Is Claudia doing; 's watching
4 **do** you normally **start**
5 wears; 's wearing

ideas plus personalized practice

In pairs, students produce four sentences about themselves: two describing something they are wearing today, and two describing something they often wear. However, the sentences don't have to be true.

Then they write four sentences about another pair (decided by you so that each pair has one other pair to write about). When they have finished, the two pairs get together. Pair A reads their sentences, and pair B has to say whether they are true.

Caroline is wearing white trainers. (false)

Serge often wears black trousers. (true)

---

exercise 1
yes (She says his name first. She says 'hi'.)

exercise 3
1 true
2 false (a wedding)
3 false (after lunch)
4 true
5 true
6 false (642 1680)

exercise 4
Trisha, can you phone Emma after 3.00? Her number is 642 1680.

exercise 5
1 a hat, a dress and shoes
2 She wants the phone number of a restaurant
3 727 9946

exercises 2 and **6**
See **tapescript** *p.155*

ideas plus features of spoken English

Write these four words on the board:

hello *yes* *thank you (very much)* *goodbye*

Tell students to read tapescripts **12.6** and **12.7**, and find different words used to express these four concepts. The answers are:
hello: *hi / hiya* yes: *yeah / yep*
thank you (very much): *thanks (a lot / so much)*
goodbye: *bye / bye-bye*

Some of these words are extremely common (*hi, yeah, thanks a lot, bye*), others less so (*hiya, yep*). They are all features of informal English (and mostly spoken).

---

exercise 1
Is that Stefan? / Oh, hi, it's Magda. / Fine, thanks. Is Kasia there? / Yes, please. Could she ring me this evening? I get home from work at 7.00. / It's 545 9931. / Thanks very much. / Bye.

exercise 3 sample answer
Kasia: Magda phoned / rang. Can you ring her this evening after (7.00)? Her number is (545 9931)

---

can you remember ...?
Can I speak to ...? / Could I speak to ...?
It's ... / My name's ...

help with pronunciation and listening

30–45 mins

pronunciation consonant groups

- First, look at **language point** below.
- You could write the words in **exercise 1** on the board, underline the consonant groups at the beginning and briefly explain that it is common in English for two consonants (sometimes three) to occur together, so it is important to practise them. Play recording **12.9** through without stopping while learners listen (they will almost certainly mouth the words quietly as they hear them). Play it again and pause the recording so that learners can repeat the words. Check their pronunciation by listening to a few individuals, then let them practise on their own or with a partner. Meanwhile, you can move round, listen, and correct where necessary.
- **Exercise 2** provides pronunciation practice, although students also have to find a suitable word for each gap. At the end, play recording **12.10** (**exercise 3**), so they can check their answers and hear another oral model. When they practise themselves, it is more fun if they can maintain a good pace. They can do this if they alternate saying the sentences with their partner.

exercise 2
See **tapescript** *p.155*

language point consonant clusters

Consonant clusters can occur at the beginning of a word (e.g. *speak, train*), in the middle (e.g. *April, customer*), or at the end (e.g. *want, looks*). They commonly include two sounds together, but sometimes three (e.g. *scream, street*); they are also very common across words, e.g. *that's true, I can't see*.

Consonant clusters can be difficult for learners, especially if their L1 has few of them, e.g. Japanese. Other nationalities find certain clusters difficult in certain places, e.g. the initial cluster *sk / st / sp*, etc. (e.g. *school*) does not occur in Spanish.

A common mistake is a tendency to put a vowel sound between the consonants, e.g. saying *stop* as /sətɒp/; or in the case of certain initial clusters, to put a vowel sound before the cluster, e.g. saying *Spanish* as /əspænɪʃ/. If this happens with your students, get them to repeat a cluster quickly (e.g. stststststst) until they can produce it without an intrusive vowel sound. Then move on to words, e.g. *stop, start, stay, stand*.

Want to know more? Go to **how to ...** help low-level learners with pronunciation *p.174*

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listening being an active listener

- Introduce the idea of active listening, i.e. point out the advice in the speech bubble. Ask students what they can say if they don't understand someone, and write their answers on the board.
- Introduce Jean-Louis in the picture and play recording **12.11** (**exercise 1**). Elicit an answer (see if others agree), and if they are all correct, move on to **exercise 2**. When you check the answers, highlight the response that Jean-Louis makes to show he doesn't understand.
- In **exercise 3**, students can compare with a partner before you check the answers. Repeat the procedure for **exercise 4**, then direct students to the tapescript to complete the **natural English** box (**exercise 5**). If you want more oral practice, see **ideas plus** on the right.

exercise 1
No. He doesn't understand 'department store'.

exercise 2
See **tapescript** *p.156*

exercise 3
1 Yes, he asks for a black coffee.
2 Yes, he asks for a sandwich.
3 No, he doesn't understand 'wholemeal'.

exercise 4
1 He wants to know the opening times of the Victoria Art Gallery.
2 Yes 3 No

ideas plus role play

Divide the class into A / B pairs and give each a role card below. Tell them that they should only use the information in brackets if the other person doesn't understand. Give them a few minutes to prepare. You could put all the As in one group to prepare, and all the Bs in another. This preparation time gives students confidence.

A

situation 1: You stop someone in the street. You want to go to Café Zero. You listen to their explanation but don't understand their first directions. You also have a problem with the name of a place they tell you.

situation 2: Explain that the museum is 400 metres (a five-minute walk). It's on this road and is just after the newsagent (a shop that sells newspapers).

B

situation 1: Explain that Café Zero is the third turning on the left (the third – *show with your fingers* – road on the left). It's just after the florist (a shop where you buy flowers).

situation 2: You stop someone in the street. You want to go to the museum. You listen to their explanation but don't understand their first directions. You also have a problem with the name of a place they tell you.

When they are ready to start, tell them that As start situation 1, and Bs start situation 2.

test yourself!

test your vocabulary

1 skirt, shirt, tie, boots, hat, jeans, top, jacket, T-shirt, coat, suit, dress, jumper, trainers
2 answer; number; phone; message; possible
3 living, swimming, studying, getting, smiling

gap-fill

1 mostly
2 about
3 engaged
4 mobile

error correction

1 He's **having** lunch at the moment.
2 She **isn't** wearing a hat today.
3 Hi. **Is that** Pamela?
4 **My name's / It's** Mark Andrews.

twelve review

45 mins

vocabulary clothes

- First check that students understand the meaning of *waist*, then put them in pairs to do **exercise 1**. You could set a time limit to make it more competitive, e.g. three minutes (or two if you want to be more challenging). Check the answers, then go on to the pronunciation focus (**exercise 2**). Students can practise the phrases at the end.

vocabulary clothes
exercise 1
three things you wear on your feet: shoes, boots, trainers
three things you wear below your waist: skirt, trousers, jeans
six things you wear above your waist: shirt, top, jumper, tie, T-shirt, hat
three things you wear above and below your waist: dress, suit, coat, jacket

exercise 2
a black jacket; a red dress; brown trousers; green jeans; blue shoes; a dirty shirt / skirt; a hot top; a nice tie.

grammar present continuous and present simple

- Divide the class into pairs and make it clear which phrases each student in the pair has to mime. Give them a couple of minutes to think about and prepare their mimes. When they start the activity (**exercise 1**), tell them they must answer quickly. If they get part of the answer, the first student should prompt them (as may happen with 'drive to school').
  For example:
  A (mimes driving)
  B: You're driving.
  A: Yes, where?
  B: To work
  A: No, (etc).
- For **exercise 2**, there are a number of things you need to point out before students start:
  - they have to make some changes (putting some of the verbs in the third person and using the correct possessive form, e.g. *my, his, her,* and *their*).
  - they have to put the adverbs (e.g. *always* and *often*) in the correct place in the sentences.
  - and finally, although they should provide a logical answer in each sentence (*always clean my teeth* is a logical answer to question 1, whereas *always play cards* seems rather unlikely), there will be more than one possible correct answer, and in some cases, a number of possible answers.
- When students have completed the sentences, they can do **exercise 3**, and you can round up the activity with class feedback.

natural English

- Students can do **exercise 1** individually or in pairs. If they work individually, they could compare with a partner before they check their answers (**exercise 2**). As three of the four questions involve short dialogues, they could practise the dialogues in pairs. If you would like to make it more challenging, ask them to write and practise at least one more line from A and B to each dialogue. At the end, listen to several pairs acting out their extended dialogues.

thirteen

in unit thirteen ...

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reading a new life

75–90 mins

- **talk** about people who go and live abroad
- **read** about a TV programme which helps people to move abroad
- **focus** on *be going to* and *might* + verb
- **talk** about your own plans using **natural English** phrases
- **fill in** a form about plans to live abroad
- **talk** about these plans

lead-in

- If you know people who have moved abroad, you could start by telling the class about them. Then the students can talk in pairs or small groups.

read on

- For **exercise 1**, check their answers, then ask about programmes in their country. They needn't restrict their answers to helping people to move abroad: it could be helping people to find a job, lose weight, etc.
- Get the class to read the statements for **exercise 2**, and check they understand. Students can then read the rest of the article and complete the task. You may be interested to compare the different ages that children attend primary and nursery schools with other countries. See **culture note** on the right.
- **Exercise 3** is a personalized response to the article. Give learners time to prepare their ideas, then put them in groups. Monitor and give feedback.

grammar *be going to* + verb; *might* + verb

- It is quite difficult to talk naturally about future plans using *be going to* + verb without the need for *might* + verb, as some plans are less certain and more speculative than others. We hope that the two concepts, side by side, will help to reinforce each other. See **language point** on the right.
- Students should be able to answer the concept question in **exercise 1**. If anyone gets it wrong, ask them this question: *Is Mike having lessons in Polish now?*
- Let learners work in pairs on **exercise 2**. Check the answers before **exercise 3**.
- Play recording **13.1** (**exercise 4**) once for students to check their answers to the previous exercise, then play it again and ask them to listen carefully to the pronunciation in questions 2 and 4. Elicit answers until someone says it correctly /gənə/, then drill it. Explain that this form is common in spoken English. It is not essential for your students to produce it themselves, but they need to be able to recognize it when they are listening. When they practise, therefore, let them use either form – as long as they pronounce it correctly.
- The focus of **exercise 5** shifts to *might*. Concentrate on questions 2 and 3, and ask students to give reasons for their answers. If they can't, explain it yourself, i.e. the article says both of these things might happen, which means *perhaps / maybe / it's possible*.
- **Exercise 6** checks both concepts, and **exercise 7** is a chance for students to test their understanding of the difference in meaning.
- The questions in the **natural English** box in **exercise 8** are in the present continuous. However, we would advise you just to teach *What are you doing (tonight)?* as a fixed phrase and point out that it is the most common / natural way of enquiring about someone's plans (usually in the near future).
- Write the words / phrases in **exercise 9** on the board in a vertical column, then elicit the correct date for the first item and write it on the board, like this:

  tonight *(11th October)*
  tomorrow .... and so on.

  Go through the example in **exercise 10** so that students are clear they should use the language from the **natural English** box in each question, but either *I'm going to* + verb or *might* + verb in their answers.

plans

exercise 1

Because Melissa and Scott help them find a home and look for jobs abroad.

exercise 2

1 true
2 false
3 false
4 true
5 false

culture note schools in different countries

Your students might be interested to compare the facts for their country with both Poland (the subject of the article) and Britain.

In Poland, *nursery school* is usually referred to as *kindergarten*. (This word is also used in Britain, but less so than in the past.) It starts at the age of three and continues to the age of six, when pupils begin their first compulsory year of schooling (still in kindergarten / nursery school). They start *primary school* at seven, and continue until thirteen, when they go to *lower secondary school*.

In Britain, children can go to *nursery school* (also called *pre-school*) from two until five, with the time spent there usually increasing as the child gets older. Compulsory education starts at the age of five, when children go to *primary school*. At eleven, they move on to *secondary school*.

---

exercise 1

They refer to the future.

exercise 2

positive

I'm
He / She's
You / We / They're
} going to do it.

negative

I'm not
He / She**'s not**
We / You / They**'re not**
} going to do it.

questions

Are you / they
Is he / she
} going to do it?

short answers

Yes, I **am**.
No, he **isn't**.
Yes, they **are**.

exercise 3

1 Is; to
2 Are; going
3 'm; to
4 going; aren't

exercise 4

In sentences 2 and 4, the speaker pronounces *going to* as /gənə/

exercise 5

1 yes
2 not sure
3 not sure
4 yes

exercise 6

1 the future
2 sure
3 possible

exercise 7

1 is going to
2 are going to
3 might
4 is going to
5 might

exercise 8

see **tapescript** *p.156*

language point *be going to* and *might* + verb

There are potential problems with both of these structures:

- ***be going to*** becomes more of a problem when learners meet *will* and the present continuous to express the future, especially if they only have one way of expressing both concepts in their L1. For the moment, avoid any mention or contrast with *will*; just focus on *be going to* to talk about plans / intentions. Plans are about the future, and you can't be certain about the future, but *be going to* expresses the fact you are fairly sure about these plans, usually because you have made a definite decision to carry them out.
- problems of form are similar to the present continuous: omitting the auxiliary, e.g. ~~I going to~~; and getting used to two negative forms in some cases, i.e. *she* ***isn't*** *going* to / *she****'s not*** *going to; we* ***aren't*** *going to / we****'re not*** *going to*, etc.
- the concept of ***might*** is not difficult (it describes something that is possible in the future), but few languages seem to have an equivalent verb, so learners often need a lot of practice. Instead, they tend to say, ~~*it's possible I go*~~ ... or ~~*maybe / perhaps I work*~~ ... The pronunciation /maɪt/ also needs reinforcement.

writing

- Filling in forms is the kind of writing people often do in real life, and it is also the kind of exercise type which regularly appears in public exams. For this reason, you might like to extend your students' knowledge of the more formal language commonly used in forms. See **language point** on the right.
- While students are completing their forms, move round and help with both ideas and language, and check their spelling.

speaking it's your turn!

- Explain that this speaking activity only applies to your plans from the previous section, not the personal information. If students work in groups of three, two students ask questions while the third answers; this should ensure a lively pace and put a bit more pressure on the person answering. Encourage students to ask follow-up questions to the information they are given. If they can do this, the conversation will be less predictable and closer to genuine communication.
- Monitor and make notes during the activity and conduct feedback at the end, commenting on the students' use of language studied during the lesson, and anything else of interest.

wordbooster

30–45 mins

verb + preposition

- Some of this language will be revision, or at least fairly familiar, so students should be able to have a go at completing **exercise 1**. *Ever* is previewed here, but there is a focus on it in the next exercise, so don't explain it now unless you feel you have to.
- Let students use dictionaries with this exercise, and if they have access to monolingual dictionaries, they should notice that prepositions which commonly follow certain verbs are shown in bold within the entry for the verb, along with example sentences. This is an important piece of dictionary training and will help to prepare students for more extensive monolingual dictionary use at a higher level.

Want to know more? Go to **how to ...** use dictionaries with higher level learners **upper-intermediate teacher's book** *p.174*

- When you go through the answers, remind students to keep a record of these verb + preposition combinations in their notebooks (with examples), and point out the weak forms of the prepositions *for* /fə/ and *to* /tə/. Students will get practice in a few minutes, but you can still drill phrases to check their pronunciation of the weak forms, e.g. *wait for buses and trains, listen to the radio*, etc.
- Play recording **13.3** (**exercise 2**), and see **language point** on the right.
- For **exercise 3**, you could drill the questions to check pronunciation, then do one or two examples in which students have to give truthful answers. When you are satisfied, put them in pairs to ask and answer the questions. At the end, move on to **exercise 4**, which brings together the use of *ever* with the verb + preposition combinations from **exercise 1**. For greater variety, you could form small groups for this activity. Move round and monitor while they are talking.

kinds of film

- Students will probably complete **exercise 1** by a process of elimination and calculated guesswork. You can confirm their answers or correct them at the end, and practise the pronunciation, especially the words which have phonemic transcriptions.
- Give students time to think about **exercise 2** and encourage them to provide examples of films within the genre they like; this will make the activity more interesting. You could also suggest they tell their partner (or partners, as this is also a suitable small group activity) about the kinds of film they 'hate'. This may provoke more disagreement and animated discussion. For a further suggestion with monolingual groups, see **ideas plus** on the right.

language point language used in forms

There are certain words and phrases which appear regularly in forms. Here are a few with their spoken English equivalents.

WRITTEN	SPOKEN
surname	What's your surname / family name?
date of birth	When were you born?
marital status	Are you married or single?
occupation	What's your job?/ What do you do?

---

can you remember ...?

They're going to live in Krakow.
Mike's going to learn Polish.
Eva's going to phone some companies.
They might buy some furniture.
Eva might get a job more easily.
Tomas might go to nursery school.

---

exercise 1

1 pay
2 listen
3 agree
4 speak
5 spend
6 look
7 wait
8 think

exercise 2

go to **tapescript** *p.156*

language point *ever*

The meaning of *ever* in this context is 'at any time' (now, the recent past, and the distant past). It can be used in the affirmative with *if*, e.g. *If you ever come to Paris, give me a ring*, or in negatives, e.g. *Nothing ever happens round here.* However, it is used mainly in questions (as in the **natural English** box), and it would be sensible to tell students only to use it in questions at this level.

Ever is sometimes confused with frequency adverbs. In fact, there is a different assumption behind a question with *ever*. Compare:

Do you ever have breakfast in bed? (Does it happen at all?)
Do you sometimes have breakfast in bed? (Does it happen occasionally or often?)
Do you usually have breakfast in bed? (Is it your normal practice?)

In other words, *ever* involves less certainty and less knowledge of the other person. However, this is a not an easy distinction to make in English with elementary learners; you would be wise to avoid it.

If you speak your learners' L1, and you know there is a clear equivalent, we would suggest you use translation either to teach *ever* or check that students understand it. This introduction to *ever* should also help you in the next unit, when it is recycled in present perfect questions, e.g. *Have you ever worked abroad?*

---

exercise 1

1 comedy
2 musical
3 war film
4 action film
5 romantic comedy
6 thriller
7 cartoon
8 horror film

ideas plus translation

With a monolingual group, you could ask students to write down the names of five or six films in their mother tongue. Elicit examples and write ones on the board which are not too difficult to translate into English. When you have five or six, put the students in pairs or small groups and ask them to translate each one. When they finish, they can compare with others, and you can end with a class feedback to see who had the most accurate / best translations. It might also be interesting to explore whether or not these films had the same title when they were released in English-speaking countries. You can find out more about films with your students using various websites. One of these is www.oscars.com (not surprisingly this gives information about all the films that have won Oscars). Another useful site is www.imdb.com/chart/top which has a list of 250 top film titles.

thirteen

listening how to … invite someone

60–75 mins

- **talk** about the last film you saw
- **focus** on typical questions about a film
- **invite** someone to do something using **natural English** phrases
- **listen** to someone inviting a friend to the cinema
- **practise** making plans using **natural English** phrases
- **role play** inviting someone to the cinema

lead-in

- Start **exercise 1** by telling students about the last film you saw (at the cinema, on TV / DVD). Monitor the mingling activity and do a quick feedback.
- **Exercise 2** contains 'frequently asked questions' about films / the cinema. They will be useful in the **extended speaking** on *p.109*. 1, 3, 4, and 5 may be less transparent:

  What's on at the cinema? Where's it on? on = showing *What's the film about?* = tell me the topic / story

  Focus on the film *advert* first (you could teach *advert* at this point), and show how students can work back from the answers to fill the gaps in the questions. See **culture note** on the right.
- If you use recording **13.4** (**exercise 3**) as an answer key, focus on the stress in the questions. Ask students to listen again and underline the stresses, like this: *What's on at the cinema? What kind of film is it?*

  Drill / practise the questions, then students can practise the questions and answers in pairs.
- In **exercise 4**, students could compare answers with a student who read the same text. Rearrange the pairs for **exercise 5**. At the end, ask them which film they prefer and why.

inviting

- For a different way into this section, see **ideas plus** on the right.
- The **natural English** box in **exercise 1** teaches some useful functional language. Students have already learnt *Would you like (a coffee)?*, so invitations shouldn't be difficult. Use the recording, and point out the note on formality / informality. You will need to highlight the form *Would you like **to go** …?*
- In **exercise 2**, check that students stress the underlined syllables and pronounce *Would you* /wʊdjə/ and *Do you* /dʒə/ correctly. It would be advisable to do some drilling before any pair work.
- Elicit a dialogue for the first picture in **exercise 3**, using the **natural English** phrases. Then get students to practise their own dialogues in pairs. This is quite a controlled practice activity, but there is freer practice of invitations in **speaking it's your turn!** and the **extended speaking** activity on *p.109*.

listen to this

- To tune students in to the characters in the listening, focus on the photos in **exercise 1**. Ask them to say as much as possible about the people, e.g. their age, possible jobs, what they're doing at the moment, what they're wearing, etc: all useful revision of the present tenses. Play the beginning of **13.6** and check the answer. If students don't get it right at this stage, replay the recording, and ask them to think how we know they are friends. (They use each other's first names with no introduction; their language is informal, e.g. *How are you doing?* = How are you? (informal); they sound friendly, e.g. *Gina, hi!* Finally, Gina asks Toby if he's free that evening, which would be unlikely in a British business context.)
- **Exercise 2** revises phone introductions. Replay the recording if necessary.
- Ask learners to look at the notes in **exercise 3**, then play the recording once. Play it again, pausing to allow time for students to complete the notes. They can then compare with a partner.
- Read the statements in **exercise 4** before listening. They can listen again with the tapescript.
- The **natural English** box includes questions with *shall*. See the **language point** on the right. Check students' pronunciation of the questions (in **exercise 5**), especially *shall we …?* /ʃəwi/ before they practise in **exercise 6**.

speaking it's your turn!

- Students working together on **exercise 1** will probably have an idea about a current film or even an old one. You can always change the context from cinema to TV or DVD. See **ideas plus** on the right.
- **Exercise 2** provides some quick revision of the frequently asked questions, and is self-correcting.
- **Exercise 3** is a rehearsal stage. As pairs have planned their film information together, they can concentrate on producing a coherent dialogue. To simulate the phone conversation, seat pairs back to back. Go on to **exercise 4** so that they do the activity with a new partner who doesn't know which film they are being invited to. This stage is more unpredictable, and there is a greater chance that communication will break down. Monitor and give feedback at the end.

exercise 2

2 What
3 What
4 Who
5 Where
6 When
7 How

culture note film classification

The British Board of Film Classification (www.bbfc.co.uk) classifies films in the United Kingdom particularly to protect children. These symbols appear on films, videos, and DVDs, and you will see them on any cinema website that you visit:

U: Universal. A film suitable for anyone over the age of four.

PG: Parental Guidance (some scenes may be unsuitable for young children).

12 / 12A: '12' films are not suitable for the under twelves; however, under twelves can see a '12A' film if they are with an adult.

15: not suitable for under fifteens.

18: not suitable for under eighteens.

---

exercise 1

see **tapescript** *p.156*

exercise 3 possible dialogues

Would you like to / Do you want to ...
go to the cinema / go and see a film?
go swimming tomorrow?
watch a video / DVD?
go for a drink?
go [out] for a meal / lunch / dinner tomorrow? / have a meal together tomorrow?
go dancing?

ideas plus picture dialogue

Find some interesting colourful pictures of two people from a magazine and stick them on the board. Students often appreciate romantic intrigue, so pictures of a man and a woman would be good. Elicit details about their ages, nationalities, interests, etc. Explain that the man would like to ask the woman out on a date and elicit what question he might ask her; then elicit her response, and slowly start to build up a dialogue. Try not to impose anything yourself, but rather gather it all from your students. You could also conduct this activity as a 'disappearing dialogue', i.e. once you have a dialogue on the board (with necessary corrections made), drill it a few times (especially for weak forms) for students to learn, then start rubbing off sentences. Students then re-build the dialogue in pairs.

---

exercise 1

They're friends.

exercise 2

Hello, **is that** Toby? Who's **that?**
It's Gina. **Are you free** this evening?

exercise 3

1 *Collateral* – Toby saw it **last week**.
2 **City** of God
It's about **two** boys who grow up in **Rio de Janeiro.**
What kind of film? **It's a thriller.**
Where's it on? **The ABC.**

exercise 4

1 8.30 2 7.45 3 in a bar

exercise 5

/ʃəwi/

language point *shall*

In conversation, *shall* is used typically to ask for decisions, and make suggestions and offers:

When / Where shall we meet? (asking for a decision)

Shall we meet at the post office? (making a suggestion)

Shall I shut the door? (an offer) [See also **language point** on *p.95*]

These uses of *shall* (volition) are far more common than predictions in spoken English, e.g. *I shall be very happy to leave this place.*

Shall is normally only used in the first person, singular or plural; use in other forms is archaic, e.g. *You shall go to the ball!*

Learners sometimes come to class believing that *shall* and *will* are only used to talk about future events. It is probably more useful, however, to teach them the functional uses suggested above.

---

can you remember ...?

Inviting and responding:
Would you like to / Do you want to (go out)?
Yes, great / OK.
Sorry, I'm a bit busy / I can't tonight.
Maybe tomorrow.
Making plans together:
Where / When shall we meet?
How about ...? Fine. / Yes, OK.

ideas plus film information

If your class has Internet access, you could ask them to work in pairs and do a little research on cinema websites for ideas for **speaking it's your turn!** These sites provide a little synopsis of films and their classification, actors, times, etc.

www.odeon.co.uk (go to the site and choose a cinema branch in any town)

www.readingcinemas.com.au (Australian cinema)

If your students don't have Internet access, you may be able to find film information in English newspapers and magazines.

extended speaking let's go out!

45–60 mins

choose an activity you would like to go to

write information about your activity

invite others to your activity

- It is important at the beginning of this activity to let learners read the boxes at the top of the page which tell them what they are going to do in the lesson, or tell them yourself. This will enable them to get the whole picture. You should also give them time to look back at the **can you remember ...?** boxes which appear in the unit.

collect ideas

- In this **extended speaking** activity, learners are going to create information about an event, and invite other people to go with them. They should end up with a diary of activities for the weekend. To make this activity realistic, it would help if you could find some brochures or adverts for the type of events your students might enjoy, e.g. classical or pop concerts, musicals, operas or plays, and relevant sporting events. You may need to adapt one of the information forms, e.g. on *p.128* to make it suitable. This realia would help to tune learners in to **exercise 1**. They don't need to decide on a specific activity at this point, only the activity type. Help them find a partner for **exercise 2**. See **troubleshooting** on the right.

invent information

- For **exercise 3**, explain that students have to invent information about their chosen event. Direct the pairs to the relevant pages (and check that they are on the right page). With their partner, they should talk about their event in more detail, then complete the information. The day is given for each event so that students will be able to attend different events in the role play at the end. Monitor and help with language and ideas where necessary. If you think students need extra support, you could demonstrate first by working through a sample event and form together.

practice

- In **exercise 4**, students rehearse the conversation they will have in the role play which follows. At this point, there is no information gap, as each one in the pair knows about the event, but the role play will be more spontaneous. However, the practice stage allows students to think about the language they will need to use and how to develop the conversation. Start them off with the first few lines as in the example, then set them working in pairs. Monitor carefully to check that they are asking questions, e.g. *Where's it on?* and that they are making arrangements to meet. If not, give feedback to that pair, or to the class if necessary. See **troubleshooting** on the right.

role play

- Focus on the diary in **exercise 5**. Tell students to complete the information about their own event in the diary. Then get them up mingling and inviting others to their event. Remind them that they can say 'yes' or 'no' to the invitations. If they accept an invitation, they need a little time to complete the diary for that event before they move on to invite someone else. Monitor and check that students are working on the right lines, and that everyone has a partner – if you have an odd number, create one group of three. Allow plenty of time for this stage so that students can find out about as many events as possible. Make notes on their language use.
- When most people have finished, ask them to go back to their first partner (the one they planned the event with). They should tell them about their plans for the other days. Students have the opportunity to use *be going to* here. You have a choice: either get them to do the activity and see whether they use it (i.e. an informal, diagnostic test) or you can remind them about it before they begin (i.e a straightforward oral practice activity). Monitor the pair work, and at the end, give feedback on any notes you made during the lesson, including the use of *be going to* in **exercise 6** if appropriate. You should consider the activity successful if the students managed to exchange information and make arrangements. In that case, give them plenty of praise.

troubleshooting class management

To help students find a partner who chose the same activity, put notices in three separate corners of the room (concert / musical / sports event). Tell them to go to the appropriate corner. Once there, it is easy for them to pair up. If you have an odd number in one corner, make a group of three; if you have odd numbers in two corners, do the same, or perhaps ask if one student would mind moving to another group.

troubleshooting dialogue modelling

If your group is not very strong, it might be sensible to build a sample dialogue together. You should take A's part in the example in **exercise 4**, and the class takes B's part. Prepare an imaginary event yourself, and invite the students to it, then elicit responses from the class (asking for more information), and then ask again if they want to come; if so, decide where and when to meet (*Where / When shall we meet?* etc). Try to keep the conversation natural and tell students not to write the conversation at this stage. They now have a model of what to do, and can work in pairs practising their conversation. Monitor and give feedback.

test yourself!

test your vocabulary

1 to; with; on; for
2 (any four): comedy, romantic comedy, musical, war film, cartoon, action film, horror film
3 tonight; tomorrow; this weekend; next week

gap-fill

1 ever
2 to
3 on
4 shall

error correction

1 **I'm** going to phone my parents.
2 We might ~~to~~ see a film.
3 What **are you doing** tonight?
4 I want to go there ~~the~~ next week.

thirteen review

45 mins

grammar *be going to / might* + verb

- For **exercise 1**, start by eliciting or reminding students of the difference between *be going to* (a plan, you decided about it before now), and *might* (a possible plan). You could put a couple of examples about yourself describing your own evening on the board. Give learners a moment to think, then move on to ask and answer with a partner or in small groups. Monitor and correct errors.
- Give a couple of examples of your own for the table in **exercise 2**, then give them time to work alone. Monitor and help / correct. If they can't fill every slot, it doesn't matter; they can say 'I don't know', or they can invent something.
- Demonstrate what to do for **exercise 3** with a learner in front of the class, then put them in pairs to ask and answer.

---

natural English

- **Exercise 1** is straightforward, and it contains distractors which are typical errors, e.g. ~~*What do you do tonight?*~~ Students can work alone or with a partner. You could ask them to practise the dialogues in pairs in **exercise 2** until they can say them without looking.

---

vocabulary verb + preposition

- Do the first example together, then students can work alone or in pairs. They will sometimes need to change the word form, e.g. *waiting*. Occasionally, more than one answer is possible (e.g. in sentence 1, *wait for* is also correct), but tell students they have to use all the verbs and prepositions once only.

vocabulary verb + preposition

1 speak to
2 think of
3 waiting for
4 listen to
5 spent €200 on
6 looked after
7 pay for
8 agree with

fourteen

in unit fourteen ...

reading
that's incredible!
p.122

wordbooster
opposites
feelings
p.124

listening
how to ... say what you feel
p.126

help with pronunciation and listening
listening: to a song
pronunciation: linking
p.128

test yourself!
p.129

review
p.129

wordlist
p.143

reading that's incredible!

75–90 mins

- **talk** about good and bad experiences using **natural English** phrases
- **focus** on the present perfect (general experience)
- **read** about a record breaker and react using **natural English** phrases
- **focus** on present perfect vs past simple
- **interview** people about their bad experiences

lead-in

- For more about the approach to grammar in this section, see **troubleshooting** on the right.
- All the statements in **exercise 1** could have positive or negative consequences; they are intended to be subjective and promote discussion. Put the first sentence on the board and check that students understand it refers to past time: *I've never been to a dentist* (in my life, before now). Ask students if the idea is good or bad. Elicit ideas from the students, then give them a few moments to think about the other statements.
- The **natural English** box in **exercise 2** focuses on *once, twice, several times*. You can do the exercise now, or if you prefer, come back to it after the discussion in **exercise 3**.
- Demonstrate what to do in **exercise 3** with two students in front of the class. A reads a statement; B responds, then A responds to B's idea. Put students in pairs or threes and check they are on the right lines. At the end, bring the class together and discuss the statements which provoked most interest.

grammar present perfect

- Students now focus on the forms in **exercise 1**. You could do this as a class, or give students a few moments to think about the answers before going through it. In any case, do one or two examples of question 1 together (underlining the forms). Questions 2 and 3 are crucial concept questions. After question 3, you could also ask, 'Is it important when they happened? (No – we aren't interested in when.) With a monolingual group, you could contrast this use of the form with the learners' mother tongue. See **language point** on the right.
- The table in **exercise 2** highlights the regular and irregular past participles. *Break* and *run* are in the **lead-in** exercise, and the other irregular verbs occur in the next exercise. When you check the answers, focus on the pronunciation of the past participles, especially *been* /bɪn/, *driven* /drɪvn/, and *written* /rɪtn/. Remind learners that there is an **irregular verb list** on *p.158*. Encourage them to commit these to memory and test themselves.
- For **exercise 3**, remind students that *he / she* is followed by *has*, not *have*. Students can write their answers using full forms, i.e. *I have never driven abroad.* This is acceptable, as in **exercise 4**, they focus on contracted forms. Here, drill some of the sentences, focusing on the contractions.
- Look at the first example in **exercise 5**, then if your students need more support, elicit all the questions orally from the class. Point out that in questions, we use *ever*, not *never*. Ask them to write the questions, so that you can monitor and correct, or check them on the board at the end.
- Finally, in **exercise 6** students use the questions in a personalized practice activity. Get them to ask you all the questions first, so that you can demonstrate the short answers and check their pronunciation at the same time. Monitor the pair work, and at the end, students can ask and answer across the class. You could move on to the **language reference** and **practice exercises**, but there is more practice later in the lesson, so it might be advisable to change the focus at this point and go on to **read on**.

exercise 2
once; twice; several times

troubleshooting previewing grammar

By the time they've reached a good elementary level, students will have met a number of grammatical forms above their level, either through reading or listening. The present perfect is likely to be one of these, and some learners may have tried to produce it by translating from their own grammar system in L1.

The statements in **exercise 1** preview the present perfect for general experience. Learners need to understand the statements (which shouldn't be too difficult), but they don't need to use the form at this stage; the discussion doesn't require them to do so. For this reason, you don't need to analyse the forms here; this happens in the next part of the lesson.

---

exercise 1
1 've been; 've broken; 've run; haven't learnt; 've lived; 've worked
2 the past
3 no

exercise 2
played; stayed; been; broken; run; driven; written; seen; met

exercise 3
1 has been
2 I've never driven
3 has written
4 I've been
5 I haven't seen
6 I've never met

exercise 5
2 Have you (ever) driven abroad?
3 Has your teacher (ever) written a grammar book?
4 Have you been to university?
5 Have you seen *Gladiator*?
6 Have you ever met anyone famous?

language point present perfect

This first introduction to the present perfect focuses on the 'general experience' use (actions / situations happening at some point in a time up to now). For some learners, e.g. Russian and Polish, there is no equivalent form in their mother tongue, so they have to learn both a new form and a new concept. In other languages, the form exists, e.g. French, Portuguese, Italian, Spanish, and German, but the use is often different: the present perfect can be used with time adverbials, e.g. *~~When have you been there?~~ ~~I've got married two years ago~~*.

For most learners, there are other difficulties:

- the need to learn forms of irregular past participles.
- contractions: *I've / he's / they've*, etc. In speech, these are sometimes very difficult for students to hear: compare *He's stayed there. / He stayed there.*
- *he's / she's*: the contraction could be *is* or *has*.
- sometimes learners use *be* instead of *have* (perhaps through L1 transfer: French and Italian use *be* with some verbs in the perfect form) : *~~She is climbed Mont Blanc~~*.

See **language point** on *p.125* for more about *be / go*.

read on

- Pre-teach *record* (n): if you break a record, you do something faster, longer or better than before. See **ideas plus** on the right.
- Try to ensure that learners only read the first paragraph for **exercise 1**. Before **exercise 2**, direct students to the photos, and focus on vocabulary related to his records, e.g. *jump / pogostick / carry / brick*. Students will only need these items receptively, so just check understanding. Then do **exercise 2**. Students may not remember all the answers, but it should be motivating for them to read again and check. **Exercise 3** links with the grammar from the previous section.
- For the **natural English** box in **exercise 4**, play the recording then explain the positive connotations (*That's incredible / amazing!*) and the negative connotations (*That's ridiculous / just stupid!*). You could give further prompts for students to respond to, using the phrases. Invent some (untrue) information about yourself, e.g. *I've got ten children; They don't eat fruit or vegetables*, etc. Get them to use a wide voice range to show surprise. Do an example for **exercise 5**, then students can work in pairs.

grammar present perfect and past simple

- You could take a break between the reading and this section. If you do, quickly ask students what they remember about Ashrita. Move on to **exercise 1** which is a quick comprehension check, then focus on the forms in **exercise 2**.
- For **exercise 3**, you could write two examples on the board:

  He has walked 130 kms with a bottle of milk on his head.   *He jumped a mile on a pogostick in 2001.*

  Elicit the names of the forms, then ask students to underline the correct answer in **exercise 3**.
- **Exercise 4** includes simple dialogues which reinforce the difference between the tenses. Complete the first gaps together, then students can work alone or in pairs. Go over the answers using the board so that students can check their spelling. You can use the dialogues for oral practice. See **language point** on the right.

speaking it's your turn!

- Elicit a few ideas from the class for the question beginnings in **exercise 1**, then monitor as they work in pairs. Each student needs to write the questions, as they will be interviewing different people.
- Demonstrate what to do in **exercise 2**, using the example dialogue with one of the students. Be sure to use one or two simple past follow-up questions. Get one student to ask a new partner a question across the class, and if the answer is positive, check whether they use the past simple in the follow-up questions and answers. If not, correct them at that stage. See **ideas plus** on the right.

wordbooster

30–45 mins

opposites

- The vocabulary in **exercise 1** is mostly recycled in the next lesson. Students will be able to work out some of the opposites by a process of elimination, and they can do the rest by telling each other what they know in pairs, and using a dictionary. Go over the answers. Give them a minute to study the opposites quietly, then set up the **test your partner** activity. See **ideas plus** on the right.
- Learners will need some of the past forms for the next lesson. Refer them to the **irregular verb** list on *p.158*. Check their pronunciation, especially *done* /ʌ/, *found* /aʊ/, *won* /ʌ/, *caught* /ɔː/.

feelings

- As some of the adjectives in **exercise 1** are difficult to explain, the pictures are provided to help with meaning, and the contexts in **exercise 2** should also reinforce understanding. You can give students a few minutes in pairs to match the words and pictures, but go over them all together and drill the pronunciation of the items where phonemic script is given.
- When students have done **exercise 2**, they should record the vocabulary in their notebooks, including the prepositions in brackets. They are not expected to use the prepositions at this stage. We have included the most common collocations, e.g. *nervous about*, but others can be found in a dictionary, e.g. *nervous of*.

exercise 2

1 49 3 130 5 80

2 75 4 20 6 1

exercise 3

has travelled; has done; has walked; has juggled; has broken ('has done' is irregular)

ideas plus a class record

In many countries the idea of unusual records is familiar; if not, your students could look at www.guinnessworldrecords.com to see records of people from many different countries, or www.ashrita.com, the website for the man featured in the text.

To illustrate the idea of breaking a record, and for fun, you could have a non-blinking contest in your class. Tell the students that you have a record of 20 seconds of not blinking (mime this) – the longest time you have gone and not blinked (shut your eyes). Ask students to work with a partner; they have to beat your record. Students time each other; at the end, they call out their times. How many people broke your record? You can then put the following on the board to teach the phrases: *My record was [20] seconds. [Natasha] broke the record. She didn't shut her eyes for [45 seconds].*

---

exercise 1

1 July 2001 2 Oxford 3 October 1999; 138 kms

exercise 2

The past simple, because we are giving specific information about when / where these things happened.

exercise 3

present perfect; past simple

exercise 4

1 **Have** you ever **been; went; did** you **stay**

2 **Have** you ever **been; was**

3 I've never **been; Have** you **been; went; was; was**

language point *be / go*

These verbs often cause problems for learners, particularly with the present perfect.

Compare:

Mark's ***been*** *to Peru.* = He went there and came back again; he isn't in Peru now.

Mark's ***gone*** *to Peru.* = He went to Peru and he's still there.

---

can you remember ...?

met, been, broken, learnt, seen, driven, written, run

ideas plus follow-up questions

Put these follow-up questions on the board when you do **exercise 2.**

How many times? *Was it difficult?* *When did you do that?* *Who was it?*

Did you like it? *How long were you there?* *Why?*

Get a student to ask you a question, e.g. *Have you ever studied art?* Say you have, then ask the class which follow-up questions they could use. Elicit one or two more follow-up questions so that they get the idea of extending the conversation.

---

exercise 1

2 fail 4 find 6 lose 8 land

3 forget 5 finish 7 miss

exercise 2

see **irregular verb list** *p.158*

ideas plus opposites

This exercise provides the verbs in context, as the opposites may be different in another context, e.g. *lose / find* (your keys) and *lose / win* (a match); also, *take off / put on* (a jacket) and (a plane) *takes off / lands.* Encourage your students to record these opposites in context in their vocabulary notebooks. As your learners are approaching pre-intermediate level, you can also revise adjectives, e.g. *a* ***light*** */ dark colour; a* ***light*** */ heavy suitcase; a* ***hard*** */ an easy exercise; a* ***hard*** */ soft bed*

---

exercise 1

1 frightened 3 surprised 5 nervous 7 pleased

2 excited 4 angry 6 sad 8 embarrassed

exercise 2

1 excited 3 surprised 5 pleased 7 nervous

2 angry 4 frigtened 6 sad 8 embarrassed

listening how to ... say what you feel

60–75 mins

talk about a questionnaire about feelings

focus on fixed phrases and **natural English** phrases for special greetings

listen to a person explaining her fears about a plane journey

practise language in special situations using **natural English** phrases

write messages for greetings cards

lead-in

- The situations in the questionnaire are hypothetical, but as the students don't have the necessary language (*would / might*) to discuss them hypothetically, we have placed it in the 'here and now', so they can talk about them using the present tense. It should still sound natural.
- Write the example on the board (*You're going on holiday tomorrow. How do you feel?*). Underneath, write the first part of the replies, e.g. *I feel.......... and I'm quite ......*, and elicit adjectives which could finish each sentence. Then direct them to the questionnaire in **exercise 1**. They can use adjectives from the **wordbooster** in their answers, but you may also need to teach *relieved*. See **ideas plus** on the right. Give them time to think about their answers, then they can work with different partners (**exercise 2**). At the end, find out the differences in their answers.

vocabulary fixed phrases

- Students can do **exercise 1** individually and then compare with a partner, before you play recording **14.3** (**exercise 2**) for them to check their answers. It's quite possible that they will get the correct answers without necessarily understanding all the phrases, so you may need to clarify and consolidate. See **language point** on the right.
- Play the recording again so the students can copy the pronunciation. These phrases are mostly used in emotional situations: thanking, apologizing, congratulating, sympathizing, and so on. Make sure this emotion comes through in their intonation when the students practise in **exercise 3**.
- The **natural English** box highlights more fixed phrases: greetings and responses on special occasions. Play recording **14.4** for students to complete the task (**exercise 4**), then let them practise in pairs. If your learners don't celebrate Christmas, omit it from the practice phase (**exercise 5**), and substitute a relevant festival.

listen to this

- Get students to describe the picture in pairs (**exercise 1**), then play the first part of the recording (**exercise 2**). This will help to tune students in to the voices. The task in **exercise 3** is a synopsis of the conversation (but with errors) to ease them into the subject matter. See **ideas plus** on the right.
- Ask students to read the summary. This includes a new structure (preposition + *-ing*, e.g. *of travelling*), but it shouldn't present comprehension problems. The present continuous for future is also here (*is going to England*). Students learnt *be going to* + verb in **unit 13**, and if anyone asks about this, explain that if the verb is *go*, we normally omit it in spoken English, i.e. *I'm going ~~to go~~ to Spain.*
- Play the recording while students complete **exercise 3**. Play it again if they can't correct all the errors.
- For the listening challenge (**exercise 4**), ask students to predict what the woman is going to say, write a few of their ideas on the board, then play recording **14.6** to see if anyone predicted it correctly (this will almost certainly answer the two questions set in the **student's book**). Finally, let them look at tapescripts **14.5** and **14.6** to find vocabulary from earlier in the lesson (**exercise 5**).

Want to know more? Go to **how to ...** help learners understand natural speech **pre-intermediate teacher's book** *p.174*

writing

- If greetings cards are not very common in your students' culture, see **culture note** on the right.
- Tell students to cover messages a–c and just look at the cards. Elicit reasons why people might send a 'good luck' or 'congratulations' card, and write their ideas on the board. Then they can do **exercise 1**.
- The students have already learnt *have a good time*, so the additional phrases in the **natural English** box should be straightforward. Let them find the phrases (**exercise 2**) and then practise the phrases and responses with a partner. **Exercise 3** is a chance to test their understanding and practise them again.
- **Exercise 4** returns to the greetings cards. It's more enjoyable if they are a surprise, but if you let students decide who to send cards to, some students may not receive any. You could write each pair's names on pieces of paper and give one piece to each pair; everyone will receive a card, but they won't know who it is from until it arrives. Help while students are working. When everyone has finished they can do **exercise 5**. Finish with some brief feedback. Has anyone received a funny or inappropriate card?

can you remember ...?
see *p.114*

exercise 1 possible answers

1 excited
2 angry
3 nervous / excited
4 embarrassed / happy / surprised
5 frightened / nervous
6 pleased / relieved
7 angry
8 sad

ideas plus *relieved*

To illustrate the meaning of *relieved*, describe a situation in which you were worried or frightened, e.g. before a driving test, on a horrible flight. Then show how you felt when the worry / fear disappeared, e.g. sigh, drop your shoulders, etc.

---

exercise 1

1 Have a good time.
2 Congratulations!
3 That's a shame!
4 Good luck!
5 Don't worry.
6 I'm really sorry.

exercise 4
see **tapescript** *p.156*

language point fixed phrases

Here are some useful points about the fixed phrases:

- *really* is used to add emphasis, e.g. *I'm really sorry; it was really great.*
- *that's a shame* (used to express your sadness and disappointment at something you've been told) has the same meaning as *that's a pity*. Both are common.
- *don't worry* is often used to reassure people that everything is OK, especially when someone apologizes to us.
- *have a good time* means (in this context) 'enjoy the holiday'. We use the construction *have* + adjective + noun a lot, and students are going to meet several more common expressions with this construction later in the lesson.

All of these phrases provide learners with natural and appropriate responses in a range of situations. Encourage students to reproduce them fluently.

---

exercise 2

1 Danny and Alison
2 It's Alison's birthday.
3 A present – a book about India

exercise 3

The woman is going to **India** next week; she's **not** feeling excited about it. She's frightened of travelling by plane because she's had **one** bad plane journey. The man says she should ask her doctor for something to help her relax. She thinks that's a good idea.

exercise 4

1 yes
2 no, because she met a nice man on the plane and talked to him all the time.

ideas plus unsupported tasks

This might be a suitable alternative with a strong class who have managed the previous recordings without too much difficulty.

As the introduction to the recording does not prepare students for the content (and as this is the last unit), you could try playing the rest of the listening passage without providing any further support, i.e. don't show them the summary in **exercise 3**. Just play the recording, and at the end, put students in pairs to tell each other what they have understood. Monitor their discussion, and you may learn quite a lot about the parts they have and haven't understood, and you may also discover (from their conversations) why they have not understood something.

We generally provide a lot of support in listening tasks, especially at lower levels, in order to develop listening skills and build confidence. At the same time, learners sometimes have to cope in situations where they don't have the background knowledge or support to help them. Occasionally we need to do the same in class.

---

exercise 1
1 b 2 c 3 a

exercise 2
Have a great day! Have a fantastic holiday!

exercise 3 possible answers:

1 Have a nice weekend!
2 Have a good time!
3 Have a lovely birthday!
4 Have a nice evening!

can you remember ...?
have a good time; that's a shame; don't worry; congratulations; I'm really sorry; thanks a lot; that's great; happy birthday / Christmas / New Year

culture note greetings cards

Greetings cards are increasingly popular in Britain and there is a wide range of them. Most people send cards at Christmas, and some send cards at New Year. Other occasions include: birthday cards; anniversary cards (usually wedding aniversaries); good luck cards (e.g. before an exam); congratulations cards (e.g. passing an exam or having a baby); farewell cards (when someone is leaving a job or an area); sympathy cards (sent to relatives when someone has died); get well cards (for someone who is ill); Mother's Day and Father's Day cards (one day a year); Valentine's Day cards (February 14th when boyfriends and girlfriends exchange cards and others send cards to boys or girls they are attracted to); and so on.

Do your students send any of these cards in their country? Are there other cards they send?

fourteen

help with pronunciation and listening

30–45 mins

listening listening to a song

- You could start by playing some other music, but preferably something your students will enjoy. Then using the board rather than the book, explain the word *lyrics* and *rhyme* (you can use the example from the book). Write the other words on the board and let students complete **exercise 1**.
- Play recording **14.7** (**exercise 2**) and check the answers. You could then elicit a brief reaction. Do they know this song and who originally performed it? Do they like it? Why / why not? If most of the students enjoyed it, play it again and encourage them to sing along with it; some students are very willing to join in like this. Afterwards, you may want to say something about the language used in the song. See **language point** on the right.
- If your students enjoy listening to songs in English, direct them to www.lyrics.com where they can find a wide range of song lyrics. They can also listen to currrent songs and watch the accompanying videos on www.bbc.co.uk/totp. Finally, you can find lots of ideas in the Internet lesson plans on the **natural English** website.

Want to know more? Go to www.oup.com/elt/catalogue/teachersites/naturalenglish/weblinks/ne_websearches

exercise 1
grows / toes; end / depend; go / show; you / do; bed / said

exercise 2
See **tapescript** *p.157*

---

pronunciation linking

- When students are listening to English, they may think they have heard one word, and then discover that, in fact, it is three or four, e.g. a student who hears *festival* when the teacher is actually saying *first of all*. Words are commonly linked together in English and it is a particular problem for L2 listeners.
- Explain the way in which words are linked in English. Rather than reading from the **student's book**, you could again do this using the board with one or two examples from the song. Then tell students to open their books and follow the linking while you play the first verse again (**exercise 1**).
- Monitor the pairwork in **exercise 2**, and when everyone has finished, let them listen and check their answers. You could go round and check them for yourself as well. Finally, they can ask and answer the questions with a partner (**exercise 3**). Monitor again to see how effectively they are linking words together. In most cases, linking words together is easier than not linking them, but at the same time, students have to ensure that they are intelligible to their listener; it's no good if they link words together in a stream of sound and other people can't understand them. At this stage, it is important to keep their pronunciation clear while also trying to sound natural.

exercise 2
have‿an‿egg
drink‿a glass‿of milk
get‿a train‿or‿a bus
walk‿or drive to work
work‿all morning

language point language in songs

A common feature of song lyrics is that words or phrases may get shortened in some way (often to fit in with the music). In this song it happens twice: *because* is shortened to *cause* /kəz/ (this happens a lot in spoken English); and *I've got to* is abbreviated to *got to*.

You may also have noticed that there is a grammar mistake. In the second verse, *I lay on my bed* should be *I lie on my bed* (*lay* is the past tense, but here it is describing something that happens regularly). This is not uncommon in songs, although you don't have to point it out.

Then there are the images, e.g. his love *is written on the wind*, meaning it's everywhere and in constant motion; the idea is repeated more simply in the next line.

test yourself!

test your vocabulary

1 catch / miss; win / lose
2 nervous; pleased; surprised; frightened
3 Happy; Good; New; Don't

gap-fill

1 has
2 That's
3 Congratulations!
4 Have

error correction

1 I've only seen her once ~~time~~.
2 Has he ever **learnt** to drive?
3 She hasn't **ever** stayed in a hotel. or She **has** never stayed in a hotel.
4 Yes, I **went** there last year.

fourteen review

45 mins

grammar present perfect and past simple

- After **exercise 1**, check that students have the correct verb in each gap and with the correct past participle form. Drill the questions round the class to check their pronunciation, then let them work on **exercise 2**. They will probably need several minutes to think about their answers (both ideas and language). When they start the activity, move round and monitor closely and make sure they are switching correctly to the past tense when they recall specific events from the past. Finish with some feedback on their language use, and let students add up their scores (**exercise 3**). Who is lucky in the class? Who is unlucky?

missed a train
forgotten to take your passport
failed an important test
left your bag
broken your arm
lost a lot of money

natural English and fixed phrases

- This is very straightforward. When students have completed the exercise and checked their answers, they could practise the dialogues with a partner and choose one or two which they have to develop for a few more exchanges. You could do one with a student as an example:

Student: *I'm 21 today.*
You: *Oh, happy birthday!*
Student: *Thank you.*
You: *So, what are you doing tonight for your birthday?*
Student: *I'm going to…………,* etc.

- When they have had sufficient time to extend at least one of the dialogues, listen to some examples. If you are pleased with them, why not give them more time to extend others?

vocabulary opposites

- Direct students to *p.127* and give them a few minutes to write down their answers. For the pairwork activity, they can take it in turns to read a sentence, and when they have finished they can repeat the activity, but this time, reading the sentences their partner did first time round.

1 failed
2 lost
3 finished
4 forgot
5 land
6 missed
7 win / find
8 did badly

one wordlist

your language

natural English

saying hello

Hello / hi.

I'm ... / My name's...

Nice to meet you.

What's your phone number?

What's your phone / mobile number?

It's ...

How are you?

Hi, how are you?

Fine, thanks. And you?

Very well, thanks.

Would you like ...?

Would you like (a drink)?

Yes, please.

A (glass of wine), please.

No, thanks.

asking for help

Sorry, can you repeat that, please?

Yes, sure.

Sorry, can you play that again, please?

Yes, of course.

vocabulary

jobs

housewife

engineer

waiter

office worker

lawyer

police officer

actor

businessman / woman

journalist

shop assistant

your language

drinks

orange juice

mineral water

diet coke

black coffee

tea with lemon

red / white wine

hot chocolate

wordbooster

countries and nationalities

France / French

Germany / German

Japan / Japanese

Spain / Spanish

Argentina / Argentinian

China / Chinese

Italy / Italian

Brazil / Brazilian

Thailand / Thai

Poland / Polish

Britain / British

numbers (1)

1-5

6-10

20 / 30 / 40 / 50 / 60 / 70 / 80 / 90

100 / 125 / 405

two wordlist

your language

natural English

thing(s)

What's this thing?

How many things (are in the picture)?

giving opinions

What do you think of (laptops)?

I think (they're expensive).

I think (they're useful).

I don't think (they're necessary).

Can I ...? / Can you ...?

Can I (borrow your pen), please?

Yes, sure.

Can I (look at your paper)?

Yes, here you are.

Can you (open the window)?

Yeah, of course.

saying you aren't sure

I'm not sure.

I can't remember.

I don't know.

I think (it's Beijing).

vocabulary

technology

computer

laptop

printer

digital camera

TV

CD player

DVD player

mobile phone

your language

wordbooster

personal objects

pencil

notebook

dictionary

briefcase

magazine

course book

rubber

newspaper

bag

travel card

lighter

pen

key

piece of paper

adjectives

cheap / expensive

interesting / boring

hot / cold

easy / difficult

safe / dangerous

noisy / quiet

great / terrible

similar / different

early / late

light / dark

colours

black

white

grey

blue

red

pink

green

brown

yellow

silver

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three wordlist

your language

natural English

a lot (of) …

(I play tennis) a lot. ______________

(I drink) a lot of (coffee). ______________

***get* (= arrive at a place)**

How do you get to work? ______________

By car. ______________

How do you get to school / university? ______________

By bus / train. ______________

I walk. ______________

I cycle. ______________

asking the time

Excuse me, have you got the time, please? ______________

Yes, it's (7.30). ______________

Sorry, I haven't. ______________

likes and dislikes

I really like (shopping). ______________

I quite like (swimming). ______________

I don't like (cooking). ______________

I hate (going to the gym). ______________

vocabulary

noun groups

Towns and villages are places where we live. ______________

Basketball and tennis are games. ______________

Coffee and beer are types of drink. ______________

Buses and trains are forms of transport. ______________

Offices and factories are places where we work. ______________

Rice and bread are things we eat. ______________

Houses and flats are types of home. ______________

your language

wordbooster

activities

swimming ______________

skiing ______________

cooking ______________

shopping ______________

driving ______________

dancing ______________

travelling ______________

sightseeing ______________

going to the gym ______________

computer games ______________

telling the time

It's (three) o'clock. ______________

It's half past (three) / (three) thirty. ______________

It's quarter past (three) / (three) fifteen. ______________

It's quarter to (three) / (three) forty-five. ______________

It's twenty to (three) / ten past (three). ______________

glossary

cosmopolitan (adj) ______________

permanently (adv) ______________

rain (n) ______________

four wordlist

your language

natural English

about an hour a day

about seven hours a night ________

about an hour a day ________

about thirty-five hours a week ________

asking about family

Have you got any brothers and sisters? ________

Yes, I've got two brothers and a sister. ________

Have you got any children? ________

No, I haven't. ________

do sth together

My sister and I live together. ________

My brother and father work together. ________

Can we have lunch together? ________

saying *thank you*

Thank you (very much). ________

You're welcome. ________

Thanks (a lot). ________

That's OK. ________

vocabulary

daily routines

get up ________

have breakfast ________

read the paper ________

leave home ________

get to work / school / university ________

have lunch ________

get home from work / school ________

have dinner ________

watch TV ________

go to bed ________

families

father and mother ________

parents and children ________

son and daughter ________

brother and sister ________

uncle and aunt ________

nephew and niece ________

husband and wife ________

your language

boyfriend and girlfriend ________

cousin ________

grandmother / grandfather ________

grandson / granddaughter ________

wordbooster

days, months, and seasons

Monday ________

Tuesday ________

Wednesday ________

Thursday ________

Friday ________

Saturday ________

Sunday ________

January, February ________

March, April ________

May, June ________

July, August ________

September, October ________

November, December ________

spring, summer ________

autumn, winter ________

time phrases

at three o'clock ________

on Monday ________

on the 20th June ________

in August ________

in the summer ________

at the moment ________

at the weekend ________

during the week ________

between 5.00 and 6.00 ________

glossary

survey (n) ________

accountant (n) ________

secretary (n) ________

priest (n) ________

read for pleasure ________

on the way (to work) ________

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five wordlist

your language

natural English

What do you have for ...?

What do you have for breakfast / lunch / dinner? ________

I usually have ... ________

What kind of ...?

What kind of (soup have you got)? ________

What kind of (ice cream do you like)? ________

ordering food

What would you like? ________

I'll have (chicken), please. ________

OK. Anything else? ________

No, that's all, thanks. ________

asking for more

Excuse me, can I have another (glass of wine), please? ________

Sure. ________

And can I have some more (water), please? ________

Yes, of course. ________

vocabulary

breakfast food

tea ________

orange juice ________

cake ________

cereals ________

coffee ________

cornflakes ________

rolls ________

bread ________

sugar ________

butter ________

cheese ________

toast ________

ham ________

eggs ________

sausages ________

honey ________

jam ________

bacon ________

your language

wordbooster

food

cheese / ham bacon sandwich ________

tomato / pea potato / mushroom soup ________

vanilla / strawberry chocolate ice cream ________

steak / chicken fish and chips ________

apple / strawberry cheese tart ________

adjectives describing restaurants

excellent / awful ________

comfortable / uncomfortable ________

friendly / unfriendly ________

clean / dirty ________

fast / slow ________

cheap / expensive ________

glossaries

menu (n) ________

croissant (n) ________

be in a hurry ________

cabbage (n) ________

porridge (n) ________

get (sth to eat) (v) ________

snack (n) ________

the bill (n) ________

six wordlist

your language

natural English

both

(Tom Cruise and Sean Penn) are both actors. ________

They're both (American). ________

(Bill Clinton and Nelson Mandela) were both presidents. ________

How was …?

How was your weekend? ________

It was lovely / great. ________

nice / fine. ________

a bit boring / not very interesting. ________

terrible / really bad. ________

listening with interest

Oh, yeah? ________

Oh, right. ________

(I'm) sorry I'm late

(I'm) (really) sorry I'm late. ________

That's OK. Don't worry. ________

vocabulary

tourist places

church ________

castle ________

statue ________

square ________

cathedral ________

bridge ________

market ________

palace ________

museum ________

fountain ________

wordbooster

past time phases

yesterday morning / afternoon / evening ________

last night / week / month / year ________

a few days ago / a week ago / ten days ago ________

in 2005 ________

your language

verb + noun collocation

go shopping ________

go to a party ________

stay at home ________

do homework ________

go out with friends ________

wash the car ________

play cards ________

meet a friend (for a drink) ________

clean the flat ________

go for a walk ________

do nothing ________

glossary

joke (n) ________

famous (adj) ________

chef (n) ________

ex-girlfriend (n) ________

shout (v) ________

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seven wordlist

your language

natural English

link words

We had a drink, (and) then we went to the cinema. ________
I went shopping. After that, I met my sister for lunch. ________

quite and *very*

He's quite tall. ________
He's got very long hair. ________

What's he / she like?

What's he like? ________
He's quite funny. ________
What's she like? ________
She's very nice. ________

When did you last ...?

When did you last (see him)? ________
Two weeks ago. ________
When did you last (speak to her)? ________
Yesterday. ________

vocabulary

life events

was born ________
grow up ________
leave school ________
go to university ________
become (an engineer) ________
work in (a school) ________
get married (to sb) ________
have a baby ________

your language

wordbooster

physical appearance

tall / short ________
thin / (a bit) fat ________
beautiful ________
attractive ________
good-looking ________
he's / she's got... ________
  long / medium-length / short hair ________
  blonde / brown / dark hair ________
he's got a beard / a moustache ________

character

funny / serious ________
interesting / boring ________
clever / stupid ________
hard-working / lazy ________
nice / horrible ________
strict / relaxed ________

glossaries

move (v) ________
unfortunately (adv) ________
unemployed (adj) ________
sell (v) ________

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eight wordlist

your language

natural English

use of *way*

Excuse me, is this the right way to (the bus station)?
Yes, it is.
Excuse me, which way's (the town centre)?
It's that way.
Can we get to (the park) along here?
No, (sorry), that's the wrong way.

asking for directions

Excuse me, where's (the coffee bar)?
is there (a photocopier) on this floor?
is there (a lift) here?
It's (on the first floor).
No, I'm sorry, there isn't.

well

Is the library this way?
Well, it is, but it's closed at the moment.

asking people to speak slowly / speak up

Sorry, could you speak slowly, please?
Yes, sure.
Sorry, could you speak up, please?
Yes, of course.

vocabulary

getting around

ask for directions
give directions
understand directions
take a map
get on the wrong train
get off at the wrong station
forget the way
you can't see (the road signs)

your language

directions

turn left / right
go upstairs / downstairs
go along the corridor
it's at the end of the corridor
it's the first / second door on your right / left

wordbooster

prepositions of place

at (the end of the road)
on (the lake)
in (the park)
next to (the bank)
near (the cinema)
behind (the station)
in front of (the hotel)
opposite (the school)
between (the shop and the pub)

come and *go*; *bring* and *take*

come here
go to the window
take your books home
bring that to me

glossaries

border (n)
journey (n)
foreign (adj)
hungry (adj)
thirsty (adj)

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nine wordlist

your language

natural English

normally
I normally (wake up early). ______________
Normally, (she doesn't eat breakfast). ______________
Do you normally (go on holiday in July)? ______________

I (don't) think so
Has the hotel got a bar? ______________
Yes, I think so. ______________
Is there a pool? ______________
No, I don't think so. ______________

Would you prefer …?
Would you prefer a double room or a twin? ______________
Would you prefer en-suite? ______________
Yes, please / No, thank you. ______________

suggesting and responding
We could call it ('Paradise Hotel'). ______________
Yeah, that's a good idea. ______________
Let's (have a French restaurant). ______________
I'm not sure about that. ______________

vocabulary

hotels
a single room ______________
a double room ______________
a twin ______________
en-suite ______________
bath / shower ______________
Internet access ______________
parking ______________
swimming pool ______________
gym ______________
restaurant ______________
Is breakfast included (in the price)? ______________

your language

wordbooster

numbers (2)
expiry date ______________
total ______________
(10) % service ______________
(10) % extra ______________
$10 per person ______________

money
spend (money) ______________
pay (the bill) ______________
cost ______________
change (n) [U] ______________
buy / sell ______________
save (money) ______________
service ______________
credit card ______________
pay a deposit ______________
share the bill ______________

glossaries
book (v) (in advance) ______________
member (n) ______________
share (v) ______________
common (adj) ______________
tidy (adj) ______________
hand in sth (v) ______________
sleeping bag (n) ______________
towel (n) ______________
need (v) ______________
equipment (n) ______________

ten wordlist

your language

natural English

talking about ages

(Babies can smile) at about four to six weeks. ________
(Babies can smile) when they are about four to six weeks old. ________

quite / very well

I can (swim) very well. ________
I can (swim) quite well. ________
I can't (swim) very well. ________
I can't (swim). ________

giving opinions

I think it's better to (say nothing). ________

offering help

I'll (help you with the cooking). ________
No, it's OK, thanks. ________
Shall I (clean the bathroom)? ________
Thanks very much. ________

vocabulary

action verbs

cry ________
sleep ________
play (with sth) ________
pick sth up ________
smile ________
walk ________
laugh ________
throw ________
crawl ________
wave ________

wordbooster

parts of the body

head ________
hair ________
eyes ________
nose ________
ears ________
mouth ________
tooth / teeth ________

your language

neck ________
shoulder ________
chest ________
back ________
arm ________
hand ________
finger ________
thumb ________
stomach ________
leg ________
foot / feet ________
toe ________

common phrases

Do you need any help? ________
I'm fine. ________
You don't look well. ________
I feel terrible. ________
What happened? ________
I broke my leg. ________
Can I give you a lift? ________
That's very kind of you. ________
What's the matter? ________
There's something wrong with (this drinks machine). ________

glossary

grow (v) ________
birth (n) ________
vision (n) ________
recognise (v) ________
spoon (n) ________
draw (v) ________

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eleven wordlist

your language

natural English

How long does it take?

How long does it take
  to (walk to the station)?
  to (get to Rome)?
  by (scooter)?
It takes (an hour / a long time).
Not long.

agreeing and disagreeing

Bikes are safer than motorbikes.
I agree (with that).
It depends.
Computers are more useful than TVs.
Yes, that's true.
I'm not so sure.

get (= buy)

What can you get in a butcher's?
Where did you get that shirt?

recommending *should* + verb

You should go and see (the museum).
You should visit (the art gallery).
Don't go to (the Royal Hotel).

wordbooster

shops and products

butcher's
furniture shop
baker's
shoe shop
record shop
chemist
clothes shop
supermarket
department store
post office
lamb
toothpaste
olive oil
perfume
stamps

your language

adjectives (3)

popular
healthy
lucky
modern
busy
common
wonderful
rich
poor

glossaries

healthy (adj)
tired (adj)
battery (n)

twelve wordlist

your language

natural English

How about you?

Have you got a group of friends you go out with? __________

Yes, my old school friends. How about you? __________

mostly

When do you use your mobile? __________

Mostly at weekends. __________

phoning a friend

Is that (Tom)? __________

Yes, speaking. __________

Oh, hi. It's (Emma). __________

telephone introductions

Can / could I speak to Mr Brown, please? __________

Yes, who's calling / speaking, please? __________

It's / My name's (Pauline Johnson). __________

showing you understand / don't understand

OK / Right / I see. __________

Sorry? Pardon? __________

Could you repeat that? __________

wordbooster

clothes

shoes __________

jeans __________

coat __________

skirt __________

top __________

suit __________

shirt __________

trainers __________

dress __________

tie __________

jacket __________

jumper __________

boots __________

t-shirt __________

trousers __________

hat __________

wear (v) __________

your language

telephoning

ring (v) __________

call (v) __________

(the phone is) engaged __________

answerphone __________

leave a message __________

(phone) number __________

as soon as possible __________

ring sb back __________

there's no answer __________

(He / She's) out. __________

glossary

enjoy yourself (v) __________

railway (n) __________

relax (v) __________

sail (v) __________

owner (n) __________

thirteen wordlist

your language

natural English

What are you doing tonight / tomorrow / this weekend?

I'm going to (see a film). ____________

I might (go shopping). ____________

Nothing much. ____________

Do you ever …?

Do you ever (speak to your family in English)? ____________

Do you ever (eat Chinese food)? ____________

inviting and responding

Would you like to go out tonight? ____________

Yes, great. ____________

Do you want to go for a drink? ____________

Sorry, I 'm a bit busy / I can't tonight. ____________

Maybe tomorrow. ____________

making plans together

When shall we meet? ____________

How about eight o'clock? ____________

Where shall we meet? ____________

At the station. ____________

Fine. ____________

Yes, OK. ____________

wordbooster

kinds of film

comedy ____________

romantic comedy ____________

thriller ____________

musical ____________

war film ____________

cartoon ____________

action film ____________

horror film ____________

your language

verb + preposition

look after sb / sth ____________

wait for sb / sth ____________

listen to sb / sth ____________

agree with sb / sth ____________

pay for sth ____________

spend (money) on sth ____________

speak to sb ____________

think about sth / sb ____________

glossary

hope (v) ____________

get a job ____________

primary school (n) ____________

nursery school (n) ____________

fourteen wordlist

your language

natural English

how many times?
(I've been in hospital) once.
(I've broken my leg) twice.
(I've lived alone) several times.

reacting to surprising information
That's incredible / amazing / ridiculous / just stupid!

special greetings
Happy Birthday! Thank you.
Happy Christmas! Thanks – you too.
Happy New Year! Same to you.

have a + adjective + noun
Have a nice day / evening.
Have a good weekend.
Thanks – you too.
Have a lovely holiday.
Have a great time.
Thank you.

vocabulary

fixed phrases
That's a shame!
Don't worry.
Congratulations!
Good luck.
I'm really sorry.
Thanks a lot.
Have a good time.

wordbooster

opposites
do well / do badly
pass / fail an exam
remember / forget someone's name
lose / find your keys
start / finish a book
win / lose a football match
catch / miss a train
planes take off / land

your language

feelings
frightened (of)
nervous (about)
sad (about)
excited (about)
surprised (at)
pleased (with)
angry (with sb / about sth)
embarrassed (about sth)

glossary
incredible (adj)
currently (adv)
record (n)
meditation (n)
break a record
depend on (v)

teacher development chapters

how to ... use the board *p.146*

how to ... develop learner independence *p.153*

how to ... communicate with low-level learners *p.160*

how to ... select, organize, and present vocabulary at lower levels *p.167*

how to ... help low-level learners with pronunciation *p.174*

how to ... use the board

1 What can go wrong?
2 Principles of good boardwork
3 How can the board be used?
4 Students' use of the board
5 The overhead projector (OHP)

1 What can go wrong?

Ask a group of teachers to name one area of their teaching they aren't very proud of, and it's almost a certainty that 'poor boardwork' will appear on the list. Is that because principles of good boardwork are a low priority on some teacher training courses? Is it because good boardwork is a difficult skill to master? Is it that we know what we should be doing but have forgotten? Or are we just too lazy to bother? And does it matter anyway?

think![1]

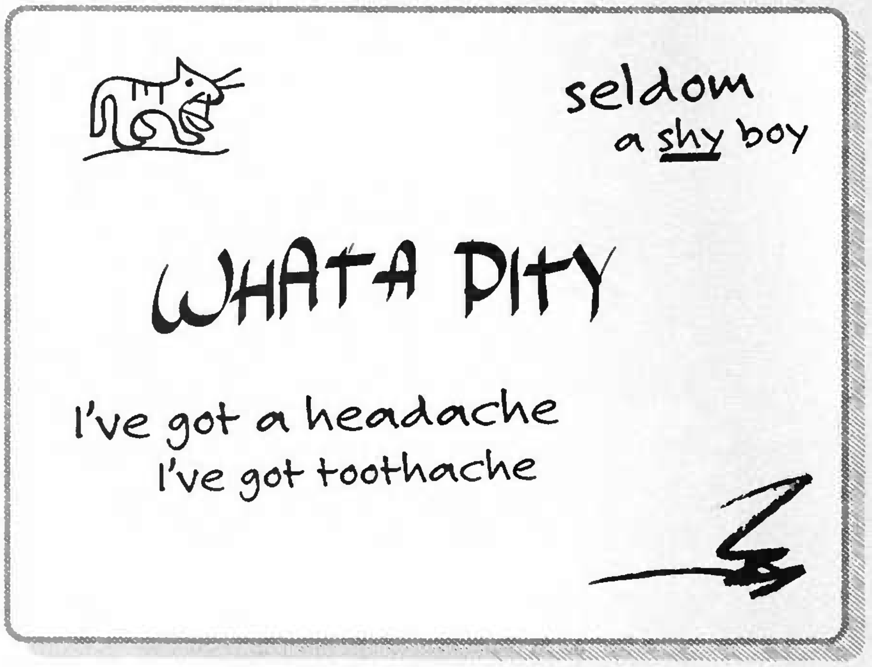
Do you think it's true that teachers' boardwork is generally poor? Is yours?

If you answer 'yes' to either of these questions, what do you think the reasons are? And does it matter?

Think about these questions before you read on.

think![2]

What do you think of this board? Write down at least three things about it (good or bad), then read on.



Poor boardwork and board awareness can let our teaching down in a number of ways.

an empty board

If we make little use of the board, our students will either try to write down what we say and get much of it wrong; or they won't write things down at all, in which case they may have little record of what has taken place in the lesson. The board in think![2] isn't empty, but it is under-exploited.

a cluttered board

If you usually write on the board a great deal, aren't in the habit of rubbing things off, and haven't given prior thought to what the board should look like, the result could be a cluttered and confused board. Once again, this may be reflected in the notes your students make, which may be equally confused.

a shapeless board

As the lesson unfolds, the board should tell us something about the content and focus of the different stages. Do you have a clear idea about the content or focus of the lesson shown by the board on the left?

poor handwriting

Students need to be able to read your handwriting. If it is illegible, they are likely to copy words down incorrectly. Some teachers think that capitalization makes handwriting clearer, but it really should be avoided, as students won't realize when capitalization is necessary: for example, with days of the week and months.

cleaning the board

It's important not to clean the board before students have had a chance to write things down. On the other hand, you need to prioritize your boardwork, otherwise it will become cluttered. If it's important, leave it there; if not, rub it off.

obscuring the board

Don't stand in front of the board if you want students to see it and write things down.

timing

As a general rule, try not to spend too long writing on the board, especially with your back turned to the class: students get restless and the lesson loses momentum. If you need to write a lot (and don't have access to an OHP, which is better for extensive notes), make sure your students have something to do while you're writing, or engage them in your writing process. For example, stand back at certain points and ask them to predict the next word you are going to write; or ask them how certain words and phrases are pronounced as you are writing. Whatever happens, you should allow plenty of time for students to copy things down from the board. It is easy to underestimate the time they need.

2 Principles of good boardwork

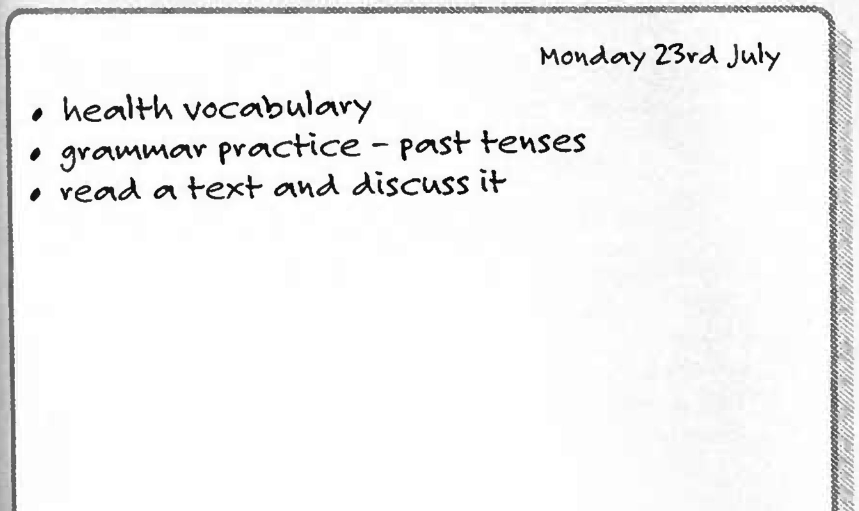
Presenting new language using the board rather than from a book or handouts has several advantages. The students are looking at you or each other, and they do not have their heads buried in books or paper. This usually creates a more lively classroom atmosphere and helps to build rapport among the group. When the students are looking at you, it is also easier to assess whether they understand what you are saying. In other words, you will get more signals telling you whether you need to repeat or elaborate on something.

These advantages, however, will be largely nullified by inadequate, illegible, or confused boardwork. And good boardwork starts with planning. If you are going to present new language from the board, it needs to be clear. This means giving careful consideration to the information you are going to include, how it's going to unfold during the presentation, and what you want the board to look like when you finish. One method is to map out the different stages of your boardwork on paper beforehand. It may sound like over-zealous lesson planning, but for an important area of grammar this could be the crucial part of your lesson plan. For inexperienced teachers, it is certainly worthwhile as well as a useful discipline. (See the example of a grammar presentation using the board in the next section.) To be fully effective, other aspects of board use also need some thought.

think![3]

During the lesson itself, most teachers have their own boardwork habits. As you read through the following suggestions, tick the ones you do regularly, and put an asterisk* next to any that you think would be a good idea.

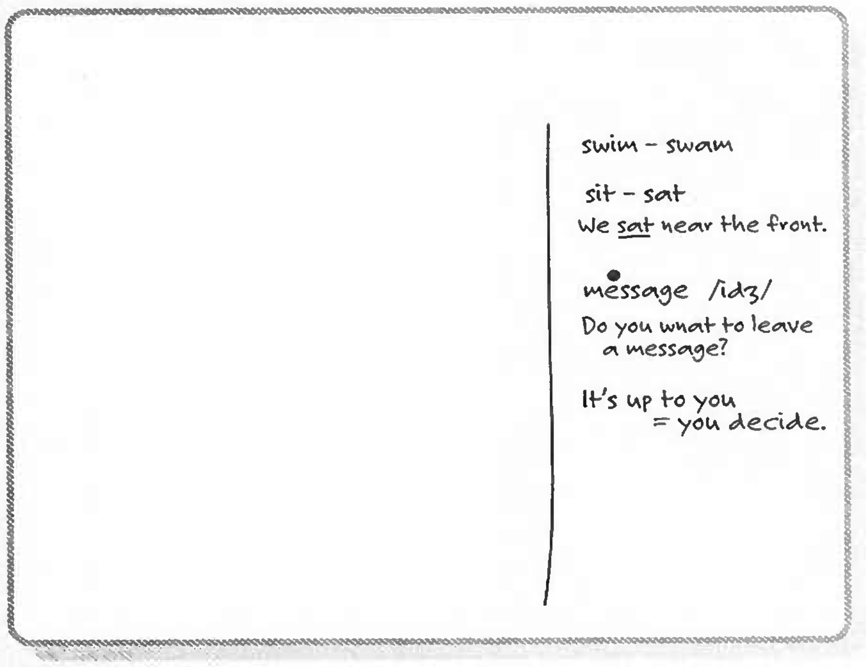
- If the previous teacher hasn't cleaned the board, do it at the beginning of the lesson.
- Ask a student to tell you the day and the date, then write it in the top right-hand (or left-hand) corner of the board. For low levels, this is useful language revision in a meaningful context, and if students do the same in their notebooks they have a chronological record of the lessons. This may help them to retrieve information at a later date.
- In the other top corner of the board, you could write a very brief description of the lesson so that the students know what they are going to do. Adult learners in particular often appreciate this, and in some schools / colleges, it is standard procedure. Here is an example:



Monday 23rd July

- health vocabulary
- grammar practice – past tenses
- read a text and discuss it

- Use the centre of your board for the most important input in the lesson.
- You may have certain vocabulary planned, but there are always new words and phrases that arise during the course of the lesson. If you section off a column down the right-hand side of the board and use it only for this purpose, it won't clutter up the rest of your board or get in the way of planned boardwork.



swim – swam

sit – sat
We sat near the front.

message /idʒ/
Do you what to leave a message?

It's up to you
= you decide.

Students will have a clear record of vocabulary that has arisen, and they will be more aware of the additional vocabulary they are learning. One of the dangers of incidental vocabulary that is scattered all over the board is that it may be quickly rubbed off and forgotten. If you put it all on the board in one place, and keep a record of it yourself, you can return to it in future lessons and revise it. One very simple activity is to ask learners if they can remember any of the incidental vocabulary from their last lesson (point to your right-hand column). If not, how many words or phrases can they find by looking in their notes?

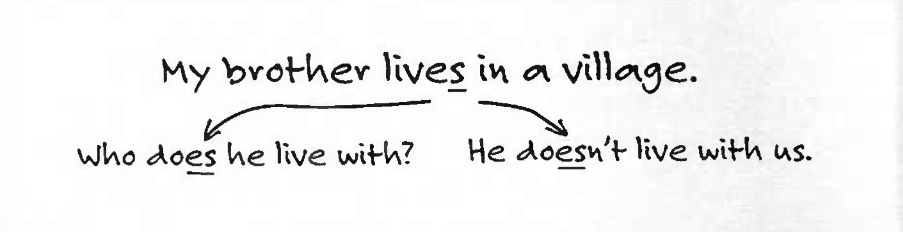
- It is useful to have two coloured board pens or pieces of chalk. Colours can be used for phonemic transcriptions and / or marking stress on words. Don't overuse them, however, as multi-coloured boards can be off-putting and difficult to read.
- Regular homework is not feasible for every student or every group, but we believe it is very valuable. Leave enough classroom time to explain it clearly, and put any key information on the board, e.g. page numbers, exercise numbers, time to complete it, when you want it completed by, whether you want it handed in, etc. If possible, try to use the same part of the board for this each lesson, then students are more likely to notice it.
- Monitor your students while they are copying from the board. Even the most diligent students occasionally write things down incorrectly, and if you go round and check what they are writing, it gives them a chance to ask you if there is anything they don't understand.

3 How can the board be used?

The board is probably the most widely available teaching aid. Many teachers do not have computers, OHPs, or videos, but you can usually rely on a classroom having a board. It is also an extremely versatile teaching aid: it can be used to present new language and / or prompts for practice; it is often essential for correction; it's a notice board for important information; it provides a record of the lesson; and most importantly, it is a forum for interaction and discussion between the teacher and learners. We will now look at some of these uses in more detail.

presenting grammar

In a traditional oral-situational presentation, the board is used for recording and analyzing model sentences only after concept and pronunciation have been fully dealt with. Issues of form need to be highlighted on the board, and these can be built up with the students.

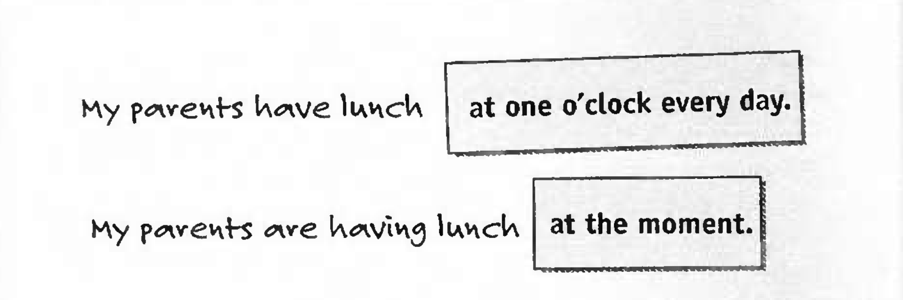


My brother lives in a village.

Who does he live with?

He doesn't live with us.

However, there are other ways of using the board for presenting grammar. One common approach is the use of contrasting sentences to highlight the difference between tenses: in this case the present simple and present continuous at elementary / pre-intermediate level. We are assuming that students are familiar with both forms, but have not looked at them contrastively. Once you have chosen your examples (these are from elementary **student's book unit twelve**), write the sentence beginnings on the board, allowing plenty of space around the examples to add more information later. In this instance, the sentence endings (*at one o'clock every day* and *at the moment*) are on cards, so you can ask students to match the correct beginnings and endings.



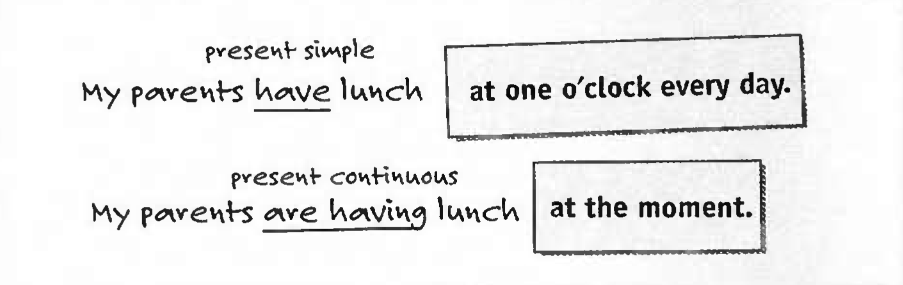
My parents have lunch

at one o'clock every day.

My parents are having lunch

at the moment.

Underline the tenses, and ask students the name of each one. You can add this terminology to the board using a different coloured pen or chalk. Ask students how to form the present continuous (*am / is / are + -ing*).



present simple

My parents have lunch

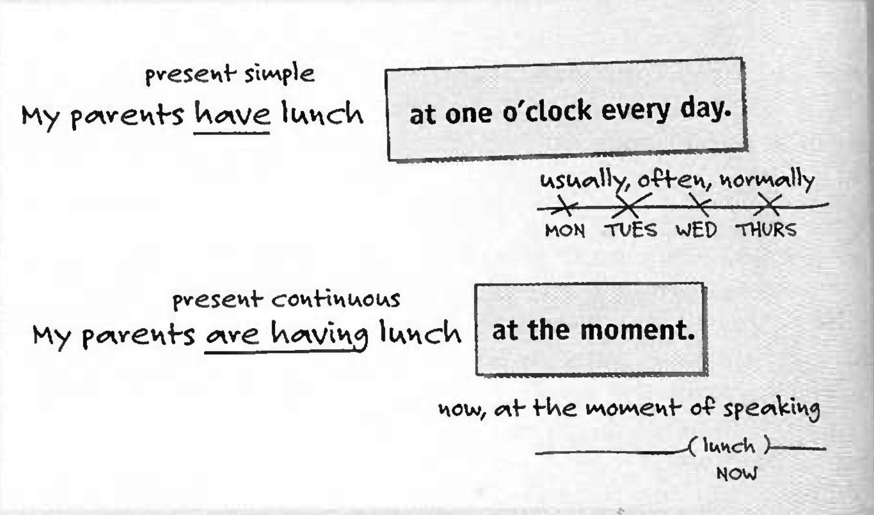
at one o'clock every day.

present continuous

My parents are having lunch

at the moment.

Ask students which tense we use for things that happen *often, usually, normally, every day,* and which tense we use for something happening now. Add the answers (which are concept reminders) to the board. You can also draw a timeline for each example, showing repeated actions / an action happening at the moment of speaking.



present simple

My parents have lunch

at one o'clock every day.

usually, often, normally

present continuous

My parents are having lunch

at the moment.

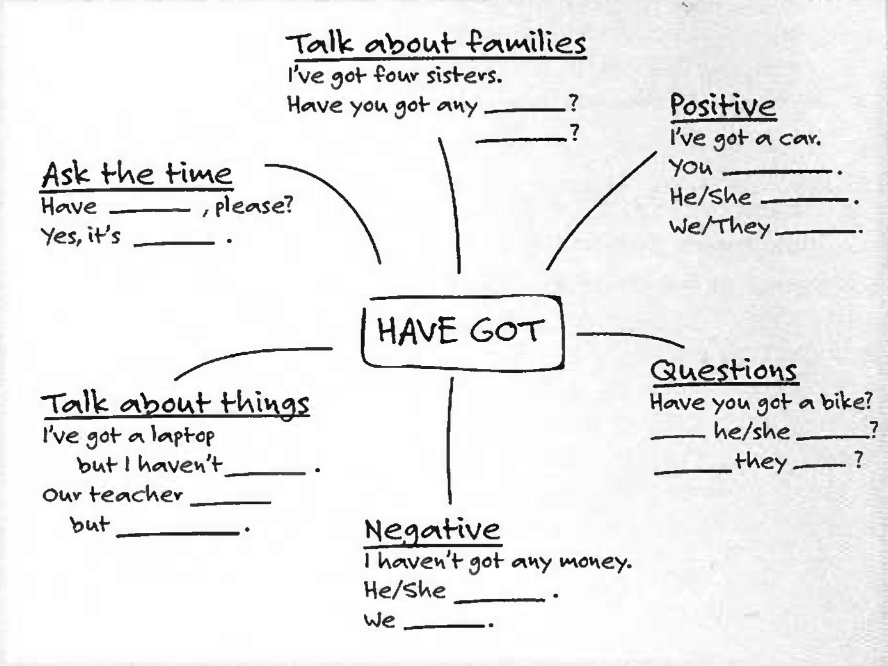
now, at the moment of speaking

Give students time to ask questions, and time to copy what you have written.

Finally, you can ask students to add two true sentences after each example, for instance, beginning *I / My brother / The student next to me / My wife* with a sentence ending of their choice (e.g. *I usually go to bed at eleven o'clock. My sister is working at the moment.*) Monitor this writing too. Elicit several of these sentences, and write them under your own examples. Alternatively, you can then add another pair of examples for students to complete, e.g.

> *She usually _______ dinner alone, but today she __________ with friends.*

For revising grammar, you could have a spray diagram on the board. This is a different approach, and learners with strong visual memories often find them helpful. Put your grammar focus in the centre of the diagram, and then draw branches with headings. The example below for *have got* would be suitable for elementary revision, and includes forms and uses. Make sure that the writing on the spray diagram is horizontal so that students can read it and add to it. Provide the skeleton of the diagram, with some parts missing, and ask students to complete it in pairs. At the end, go over it on the board so that the students have an accurate copy.



HAVE GOT

Talk about families

I've got four sisters.

Have you got any ______?

______?

Positive

I've got a car.

You ______.

He/She ______.

We/They ______.

Ask the time

Have ______, please?

Yes, it's ______.

Questions

Have you got a bike?

______ he/she ______?

______ they ______?

Talk about things

I've got a laptop

but I haven't ______.

Our teacher ______

but ______.

Negative

I haven't got any money.

He/She ______.

We ______.

vocabulary

It's not uncommon for new vocabulary to occupy quite a lot of the board. Some of this will be planned vocabulary, but just as much may be incidental vocabulary that arises during the lesson. For this reason, it's important to be disciplined about the lexis you put on the board. While you cannot strictly control what your students will take away with them from the lesson, it is a reasonable assumption that they will take more notice of vocabulary you write on the board, and less notice of an item that is quickly paraphrased then dismissed. There are some students who want the teacher to write down every new item of vocabulary. This can be time consuming and the lesson flow may be greatly disturbed if you stop to write everything.

Having decided something is worth putting on the board, you often need to show how the word is pronounced, including the stress for longer words. Many items will need an example in a typical context, especially if you want to highlight information regarding collocation or syntax (in this example, *smile* is often accompanied by the preposition *at*).

smile /smaɪl/ v

The receptionist smiled at me this morning.

At low levels in particular, vocabulary teaching will involve a lot of visual material. If you are good at drawing, this is a great asset which you should utilize as much as possible. If you are not, but are still keen to try, you are taking more of a risk. Some students find feeble attempts at drawing very amusing, others view 'stick' drawings as rather patronizing. The solution is to know your audience, but the safe option is to use visuals prepared by your school, or compile your own bank of material (photos or other people's drawings) which you put on the board, e.g. with 'Blu-tack'(a blue, sticky material used to attach paper to walls). See **section 4 'Students' use of the board'** for ways of exploiting visual material on the board.

The board is also useful for word families which you can often elicit from the learners.

VERB	NOUN
mean	meaning
explain	explanation
define	definition
pronounce	… … …

pronunciation

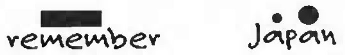
Learners need oral models to help with pronunciation, but you can use the board to provide visual support in several ways:

- writing phonemic symbols for specific sounds or transcriptions of whole words, using a different colour, if possible, to distinguish phonemics from the orthographic form

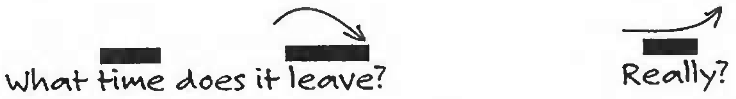
/ʌ/
son

suit /suːt/

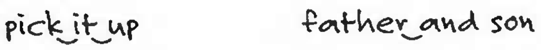
- highlighting word stress. Dictionaries usually do this with a vertical dash before the stressed syllable [bɪ'fɔː], but boxes or circles over the stressed syllable are easier for learners to see and copy. If you wish, you can add smaller boxes or circles over unstressed syllables:



- drawing arrows above sentences to indicate intonation patterns:



- showing linking between words:



- indicating silent letters:

com[b]   [k]nife

If you have the necessary talent, you could also draw diagrams of the mouth on the board to show the shape of the lips or the position of the tongue needed to form particular sounds.

Here is an activity to revise pronunciation using the board.

try it out word stress game

While the class is occupied, choose 20 or 25 words with word stress problems for your learners. Write them randomly all over the board.

Divide the class into three groups and give each group a different coloured board pen. One member from each group has to come to the board and mark the stress on any word they choose. They cannot get help from other members of their group. They then return to their group, hand the pen to the next member, who does the same. They should do this as quickly as possible to score more points. The game continues until the stress has been marked on all the items.

The teacher then goes through the pronunciation of the words and the group with the most correct answers is the winner.

correction

During a student-centred speaking activity, teachers sometimes need to provide on-the-spot help or correction, but often choose not to interrupt learners too much when they are talking. Instead, they note down examples of student language use for feedback afterwards. (For this you can use the feedback checklist on *p.15* of this teacher's book.) The board is the ideal place to conduct feedback: the whole class is brought together after the pair or groupwork around a focal point.

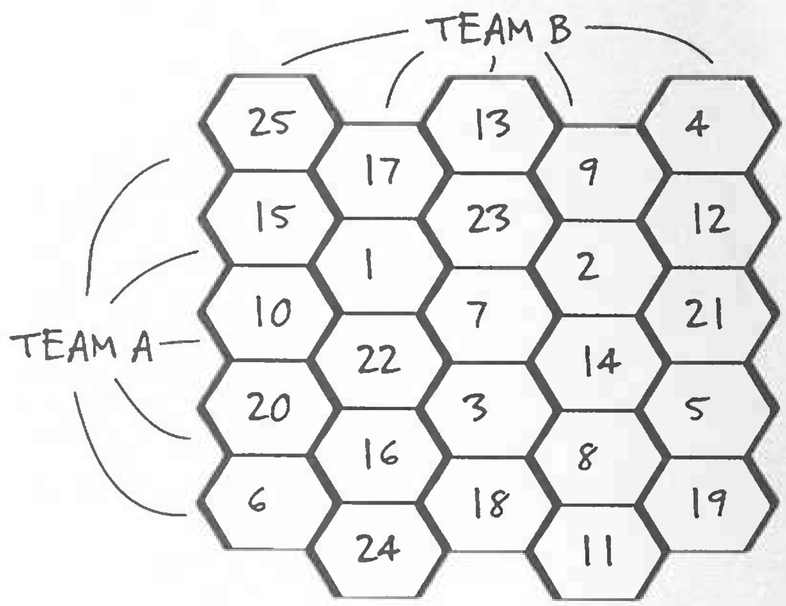
The feedback is quite likely to contain new vocabulary, but also some examples of student error. One strategy is to start by writing these errors on the board. Some teachers dislike this on the grounds that it may be reinforcing the error, but we feel it is justified as long as the students are first given the opportunity to correct it themselves, and the teacher (or a student) crosses out the mistake and writes in the correction very clearly.

She ~~go~~ goes to the library every day.

We would agree that it is not a good idea just to correct the error orally and leave it uncorrected on the board. One also has to be sensitive with this type of correction. Some learners are very embarrassed if their mistakes are made public to the whole group. Make sure you know your students well before putting errors on the board, and make it clear to the class that they are a collection of everybody's mistakes.

games

In classroom team games, you will need your board to keep the scores, but there are a number of useful games based around the board: 'noughts and crosses' is very popular and an enjoyable way to revise grammar, vocabulary, or pronunciation. A variation on this is 'Blockbusters'. This is a larger grid, which means that there are more questions, and therefore more practice. Copy the grid below onto the board (or if possible, copy it onto an overhead transparency.)



Divide the class into two teams. You will either need to prepare plenty of revision questions in advance (either grammar, vocabulary, or **natural English** phrases), or you could set the class the task of devising questions themselves. If you do this, give each half of the class a different set of units from the coursebook as the basis for their revision questions. Then give them examples of the types of questions they can prepare, such as:

What's the opposite of ...?

What's another word for ...?

What's the past tense of ...?

What's the answer to this question: 'How was your weekend?'?

In the game, team A will proceed across the board from left to right; team B proceeds from top to bottom. To start, team A chooses a numbered square (e.g. number 15). Team B asks one of their questions, and if team A gets it right, you put a letter A in square 15. B cannot pass through that square. Then team B chooses a square (say, number 13) and answers their question. This continues until one team has reached the other side and won the game.

4 students' use of the board

think![4]

Do you encourage your learners to write or draw on the board in your classes? If so, when, and how much?

Do your learners ever use the board themselves spontaneously and unprompted by you? If so, when and how?

Who does the board belong to? Most teachers would agree that its purpose is to serve their learners, and yet some may feel that the board is really their domain. In fact, the board might best be described as 'public property'. Learners should have free access to it in the same way that we can also encourage them to have some control over the tape recorder. They can use the board in two ways. Firstly, to respond to input from the teacher: you ask them to label something on the board, or write up an answer. Secondly, they may need to take the initiative and write something on the board for themselves:

- to clarify a problem (two homophones, for instance)
- to make an announcement, e.g. write the time, date, and venue for a class social event
- as part of a student presentation

Encouraging students to feel that they have free access to the board can help to foster a co-operative atmosphere, one in which problems and solutions are aired and shared.

Nevertheless, there are problems with asking learners to write on the board. It's a professional requirement that you make sure that your writing is legible, but it can be difficult to deal with unclear student handwriting: it needs tactful handling, and you need to check that other learners can read / understand what a student has written. In addition, you don't want students to spend a long time writing on the board or the pace of your lesson will suffer.

Finally, you may have some learners in your class with literacy problems in the mother tongue, or dyslexia. These issues require sensitive handling, and you should only ask such students to write publicly if you feel they have a good chance of doing it well (for example, they have written the answer on paper already and you have checked it). They will, of course, need extra support and time to read what is written and copy it down. (See Linda Taylor's article on dyslexic learners in **follow up**.)

Here are some simple ways in which you can encourage learners to be involved in the board work when focussing on vocabulary (the examples below all focus on clothes vocabulary from elementary **student's book, unit 12 wordbooster** *p.98*). These are just example activities, and we are not suggesting you do all of them. It goes without saying that you need to allow time with some of the following activities for students to copy at the end.

visuals

Use 'Blu-Tack' or board magnets to fix pictures of clothes items to the board in a vertical column (or two columns), leaving space to add the written form alongside later. In pairs, students discuss which ones they know. Elicit the answers from the class, then ask different students to come up and label the ones they know. Check the spelling as a group, and encourage them to ask you how to spell any remaining words.

drawing

Write the vocabulary items on the board; ask students to come and draw any items they know next to the words. Provide plenty of pens so that several can work at once, and make sure as many students as possible have a chance to draw. Clothes items are not very difficult to draw. Correct any misunderstandings and practise the pronunciation of the words. Then rub out the written words. In pairs, students look at the pictures and try to remember the words.

categorizing

Make flashcards, writing the vocabulary items on different cards. Draw a table on the board with the following headings: MEN, WOMEN, and BOTH. Distribute the flashcards and ask students to stick their word(s) under the appropriate heading; tell them they can ask each other if they aren't sure. When they have finished, tell the class to look at the board: is everything in the right place? Alternatively, use these headings: ABOVE THE WAIST and BELOW THE WAIST; or WARM WEATHER, COLD WEATHER, and EITHER.

pronunciation

Prepare flashcards containing individual phonemic sounds relating to the vocabulary you have taught. (For clothes items, diphthongs are a good focus: /aɪ/ in *tie*, /əʊ/ in *coat*, /aʊ/ in *trousers*, /eɪ/ in *trainers*, etc., but you could include some vowel sounds too: /ə/ in *trousers / jumper*, /uː/ in *shoes / boots / suit*, etc.) Put all the picture cards on the board, distribute the sound cards, and ask students to stick them next to a word with their sound. Then ask students in pairs to look at the board and see if everything is correct. They will probably pronounce the words together to check, so some natural 'drilling' will be happening in this activity. Feedback on any errors at the end.

brainstorming

Put students into small groups, with a section of the board each, and a pen per group. Give them two minutes to write up any clothes items they know. (They may not know many, but between them they will come up with at least a few.) At the end, ask them to sit down and look at all the lists. They can ask about any items which were not on their own list. You could also use this as a revision activity.

try it out grammar brainstorm

Divide your class into groups of three or four. If your class is small and you have a large board, they can all use different parts of the board for this activity. With a larger class, some groups can use part of the board, and provide others with large sheets of paper pinned to the wall or noticeboard.

Depending on the structure you want students to practise, choose three or four different topics: for instance, to revise *there is / isn't / are / aren't*, you might have:

- What is there / isn't there in the classroom?
- What is there / isn't there in the building?
- What is there / isn't there in the street outside?
- What is there / isn't there in the town?

Put each question in a different part of the board. Each group stands next to a question, with a board pen; they have two minutes in their group to write as many true sentences as possible about their question. (e.g. *There's a large board; There are about twenty chairs; There aren't any pictures on the wall.*)

Tell students to stop, and move on to the next question. They read what has been written already, and add as many other sentences as possible in two minutes. Make sure a different student does the writing.

Move on again, until students are back at their original question. They read and decide whether the sentences are a) true and b) accurate. They should make any necessary corrections.

At the end, go over all the sentences, dealing with any problems.

This activity can generate a lot of oral and written practice, and it can easily be adapted to practise other structures.

exercise answers

If your students are working in small groups on revision activities or a number of exercises, you can ask them to put their answers on the board. This is particularly useful when you have pairs or groups who have finished early: it gives them something to do while the rest of the class is finishing. Letting students collaborate on answers that they write up is also less threatening than asking one student alone to write the answers. At the appropriate moment, bring the class together and ask them if they agree with the answers on the board. Clear up any errors as you go through them.

student surveys

If your learners are carrying out a class survey as a speaking activity (for example, on *reading / study habits, free time activities, likes and dislikes*), it can be satisfying if the results are compiled on the board in a table. While students are working, draw a table on the board so that they can fill in their information at the end. This is easiest to manage if learners simply have to tick boxes or write numbers of people rather than full sentences.

Want to know more? Read **Chalkboards vs computers in the language classroom** by Seth Lindstromberg in **follow up**

5 The overhead projector (OHP)

Not everyone has access to an overhead projector, and those that do may not always see them as a blessing: some are heavy and cumbersome to move around, and OHP pens seem to disappear into thin air. Having got it into the classroom (few schools are lucky enough to have one in every room), you then have to position it in the classroom in such a way that you won't be blocking your students' view, and you have to get it into focus. In fact, most of these potential problems are easily overcome, and while OHPs lack the versatility of a board (you can't get as much information on a transparency) they do have certain advantages over a board. First and foremost, you can prepare your overhead transparencies (OHTs) in advance. This saves you a lot of class time, and it can look more professional. For one thing, it gives you a chance to produce good quality drawings; and if you can't draw, you can copy illustrations onto your OHT. You can also photocopy typed / word processed material onto an OHT, which is quite an asset for teachers with poor handwriting. In this computer age, that probably applies to an increasing number of us.

OHPs are very suitable for language presentations such as the one we demonstrated earlier contrasting the present simple and continuous. You can start with your transparency and add to it gradually, or overlay other transparencies which have additional information.

OHPs provide a very quick way of doing feedback on exercises, or after a speaking activity.

try it out error correction

Have an OHT next to you during your next lesson. Keep a record (discreetly, if possible) of learners' mistakes during the lesson on the OHT. Ten minutes before the end, put the OHT of all the mistakes on the projector with a piece of paper over the errors. Reveal the errors one by one, and either encourage students to come and make corrections on the OHT itself or directly on the board where the errors are projected. As always, when providing class error correction, reiterate that they are class (not individual) errors.

For students, writing on transparencies may be easier and more practical than writing on the board. With a picture story, for instance, you could give each pair of students an OHT. They write a different part of the story onto their OHT, then at the end they put their transparency on the OHP for the rest of the class to read.

If you would like to demonstrate your dexterity, you could use the OHP and the board together. Project some illustrations onto the board using the OHP, then ask students to come and write a description of each one underneath on the board.

You don't need to use OHPs that often to feel comfortable with them, but they require a bit of practice. You have to make sure your writing is large enough for all the students to be able to read it clearly, and at the same time you need to be aware of how much information an OHT can accommodate. It is easy to make the mistake of trying to write too much onto one transparency, with the result that it's cramped and difficult to read. Generally, it is more effective to restrict the information on each OHT, and use more than one if necessary. Finally, you must remember not to remove your OHTs before the students have finished reading or copying down the information.

conclusion

In this chapter we have looked at:

- features of poor boardwork
- principles of good boardwork and its contribution to effective learning
- different ways the teacher can use the board
- different ways the students can use the board
- effective ways that an OHP can complement boardwork

We suggested at the beginning of the chapter that teachers were often prepared to admit that their boardwork was less than perfect. Our suspicion is that boards are such a mundane and ubiquitous piece of equipment, that we easily overlook them or fail to appreciate their value; they're not that exciting when compared with some other teaching aids. However, if they were all removed from our classrooms, we would very quickly realize their significance and the extent to which we all rely on them. We hope this chapter has served as a small reminder of that.

follow up

Dobbs J 2001 *Using the Board in the Language Classroom* Cambridge University Press

Byrne K *Board Organising* in English Teaching Professional (issue 22)

Fletcher M *DIY Picasso* in English Teaching Professional (issue 17)

Mugglestone P 1981 *Planning and Using the Blackboard* Macmillan ELT

Lindstromberg S *Chalkboards vs computers in the language classroom* Humanising Language Teaching at www.hltmag.co.uk March 2002

Taylor L *Learning from Dyslexia* in English Teaching Professional (issue 17)

how to ... develop learner independence

1 Introduction
2 Classroom training
3 Self-access
4 Homework

1 Introduction

We need our students to become independent learners with the capacity to continue learning effectively outside the classroom. And we need them to do this for one very simple reason: there isn't enough time inside the classroom for them to learn (and be able to use) everything they need to know. Some learners are fortunate in having the necessary mix of skills, determination, and motivation that enable them to carry on learning without the assistance of a teacher, but others are more dependent. It may be that they lack the skills, the discipline, or perhaps the inclination, but in one way or another, there are those that find it difficult to make the leap from classroom student to autonomous learner. That is why we need to consider how to use time inside the classroom to develop the attitude and skills which will benefit learners outside the classroom.

Here are some areas where teachers can help learners to become more independent:

- training students to keep accurate records of what has been studied in class
- developing learners' dictionary skills
- helping learners to use grammar and vocabulary practice books effectively
- developing effective learning strategies (e.g. for handling spoken and written text)
- encouraging learners to use a self-access centre (or study at home)
- providing purposeful homework

think![1]
Think about the list above with reference to the students you teach. Which areas do you think they need to work on to become more effective independent learners?

We have already talked about the development of learning strategies for reading and listening elsewhere, so the focus of this chapter will be on the other areas.

Want to know more? Go to upper-intermediate **teacher's book, how to ...** teach reading *p.167* and intermediate **teacher's book, how to ...** teach listening *p.150*

2 Classroom training

Classroom training towards learner autonomy starts with basic classroom procedures such as the use of pair / group work, and students testing or correcting themselves / each other. With these activities, learners begin to realize that you are not the only source of knowledge in the classroom; they can learn by themselves and from each other in many ways. Other teaching techniques (encouraging learners to deduce meaning from context, and guiding students to understand language rules instead of just explaining them) also indirectly encourage learners to take an active and more autonomous approach to their learning.

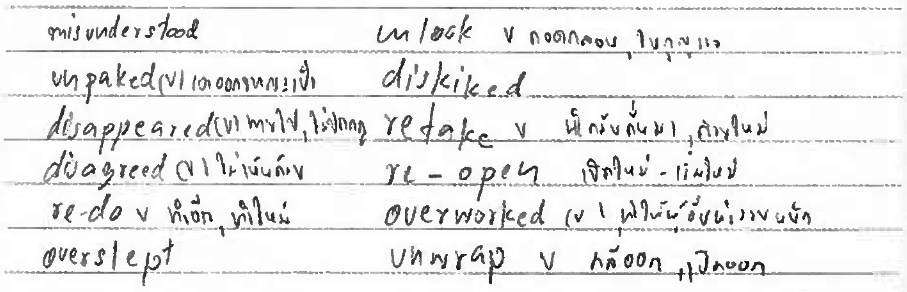
With more overt or direct learner training, there are potential dangers that we need to guard against. The first of these is 'preaching to the converted'. Don't waste time in the classroom trying to develop skills that your learners already possess. Some low-level learners are quite capable of using a dictionary, for example, and many advanced learners have reached that level by having developed / acquired a range of successful learning strategies. So if you are planning to spend classroom time on accurate and effective record keeping, start by looking at your students' notebooks to see how well they organize their work, and then decide what the most appropriate help would be. In addition, learners shouldn't feel they are using valuable classroom time simply to be told about learning. Their reason for being there is to learn the language, so you need to ensure that time spent on learner training involves student interaction and / or some language input as well.

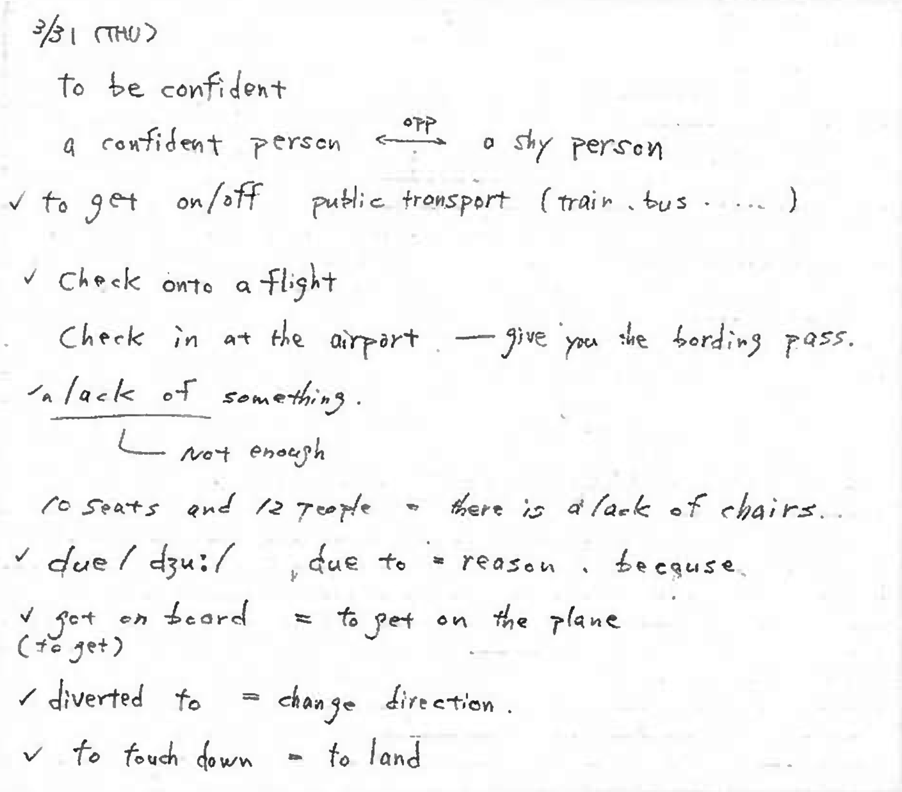
record keeping

The information that students write down in their notebooks is a record of what they have learnt. They may have a course book and a number of handouts that you have given them, but their notebook is a personalized account of their learning and represents a significant personal investment. If it is clear, systematic, and fairly comprehensive, it will help the learner during the course but benefit them even more in time to come. Information in the notebook can be retrieved at a later date; if it's not there, it may be forgotten.

Some learners are naturally very organized and systematic, but we can probably help the majority with just a bit of time and a few basic classroom procedures.

think!^{2}
Look at these samples from two students' notebooks. Which one is better, and why? How might the better one be improved?


misunderstood
unpaked (v) เอาออกจากกระเป๋า
disappeared (v) หายไป, ไม่ปรากฏ
disagreed (v) ไม่เห็นด้วย
re-do v ทำอีก, ทำใหม่
overslept
unlock v ถอดกลอน, ไขกุญแจ
disliked
retake v หยิบกลับคืนมา, ถ่ายใหม่
re-open เปิดใหม่ - เปิดใหม่
overworked (v) ทำให้ต้องทำงานหนัก
unwrap v แกะออก, เปิดออก


3/31 (THU)
to be confident
a confident person ←OPP→ a shy person
✓ to get on/off public transport (train . bus . . . .)
✓ Check onto a flight
Check in at the airport — give you the bording pass.
✓ a lack of something.
└ Not enough
10 seats and 12 people = there is a lack of chairs.
✓ due / dʒuː/ , due to = reason . because
✓ get on board (to get) = to get on the plane
✓ diverted to = change direction.
✓ to touch down = to land

Some students don't bother to write down new vocabulary in their notebooks, while others (such as the first one above) write things down but in a rather haphazard way. As this lexical set relates to verb prefixes, the student could have organized it in a more systematic way. He has included a lot of useful translation, but the forms are mixed up (infinitives and past tenses), there is no information about pronunciation or collocation (e.g. *retake an exam*), and no contextualized sentence examples. Some words have even been copied incorrectly.

The second student has not used translation at all, preferring instead to use English to explain the meaning of new items, e.g. *a lack of something = not enough*, and in one case, a sentence example. He has also included opposites, collocation (*get on / off ... train, bus*), and a phonemic transcription to remind him about the pronunciation of one of the words. He doesn't specifically include the grammar of the items, e.g. (*v*) or (*n*), but by the way he has written the items down, he clearly has an awareness of grammar, e.g. using a full infinitive and the indefinite article. The sample would be improved with more contextualized examples, e.g. *due* (*to*), and we think that both samples would benefit from headings for ease of reference, i.e. *verb prefixes* for the first sample, and *at the airport* for most of the second sample.

How the learner chooses to show the meaning of a new word or phrase (translation, explanation in L1 or L2, or just a sentence example) will depend on the item itself and the preferences of the individual learner. There is no right answer, although a lot of translation is to be expected, especially at low levels. As learners become more proficient, we would hope to see an increasing use of L2 as a way of explaining some new words and phrases. For example:

filthy (adj) **very very dirty**
My car is absolutely filthy – I must wash it.

This is a straightforward example to show learners that they don't always need to rely on the mother tongue. For other items, admittedly, learners will have to use L1, either with a direct translation or explanation / definition.

It isn't always essential to include information about grammar and pronunciation. Student notebooks are personalized records, not dictionaries. What they write down about a new item should be their decision, although there will be times when you need to highlight issues that they may not be aware of, e.g. the fact that *advice* is uncountable, or *do you fancy (a drink)*? is informal. Effective records do need time, though. Writing in a second language is more time-consuming than in the mother tongue, so you will need to create spaces in your lessons for learners to write things down. It is very easy to misjudge this aspect of lesson planning and execution.

While learners are writing things down, this is an opportunity for you to move round and see what their notebooks look like. You may be surprised to discover how often students are unable to copy down the correct spelling of a word from the board, although unclear handwriting by the teacher may play a part in this as well. Also, don't be in a hurry to remove important information from the board, and remember that many students will copy information straight from the board regardless of how it is organized, so chaotic board work will be reflected in their notes. For important language input, it is worth giving some thought to how you want it to appear on the board. If you are relatively inexperienced, you could write it out on paper first to see how it looks.

Want to know more? Go to **how to ...** use the board *p.146*

We recommend that students leave a generous amount of space between information in their notebooks. This will give a less cluttered feel to the notes and make information easier to retrieve at a later date. As their knowledge increases, they can return to earlier entries in their notebooks and add further information, e.g. an additional meaning of the item, or perhaps other words that commonly collocate with it.

You can suggest that students divide their notebooks into sections, with pages allocated to different topics, e.g. *food, work, education*; and further pages devoted to linguistic categories, e.g. *present perfect, simple past, phrasal verbs* or *adjective + preposition*, etc. In fact, learners can organize the book in any way they like, provided it is a system that works for them.

There are some students who write notes diligently but never revisit them. This is a great shame, as much of the value of effective record keeping lies in the ease of retrieval it allows at a later date. You can get learners into the habit of doing this with short classroom activities. Put students in pairs, then ask questions about vocabulary from previous lessons which you think they may not remember. See who can answer the questions by referring to their notes, and how long it takes them. This type of activity illustrates the value of recycling, and will demonstrate to learners whether their record keeping is sufficiently comprehensive.

try it out vocabulary notebooks

As a classroom speaking activity, you could put learners in small groups, ask them to exchange notebooks and spend five minutes looking at them. Then, give them time to discuss the notebooks. Do they like the way other people have organized their notes? Do they do anything differently, such as using drawings or grids or spray diagrams? People learn in different ways, and students often discover through this activity that there are different but equally valid ways of organizing their work. Sometimes they may pick up interesting ideas from other students, which they go on to use themselves. This activity has the added benefit of recycling language from previous lessons.

Finally, record keeping need not be something that students do on their own. On longer courses (exam courses are ideal for this), we have used a class vocabulary box. For this, you need to provide a flip top box which contains a large number of cards (you can start with 100), and alphabetical dividers.

In each lesson, one student (a different one each time) is responsible for writing down new vocabulary on the cards: the word or phrase on one side of the card, and on the reverse side, an explanation (perhaps a translation in a monolingual class), part of speech, relevant grammar information, phonemic script where necessary, and an example sentence. The card is then filed alphabetically.

The vocabulary box makes students take responsibility for their learning, and they enjoy using it. Before a lesson starts, they can test themselves or each other. You can use the cards at any time for quick vocabulary revision with the whole class, or for pair testing.

dictionaries

think![3]

Which of the following do you do with elementary learners?

- discourage them from using dictionaries in class
- ask learners to use their own dictionaries
- advise learners on a good bilingual dictionary (with a monolingual class)
- advise learners on a good monolingual dictionary to use / buy
- show learners how to use dictionaries

Whatever your attitude to dictionary use, there are likely to be some learners who bring a bilingual dictionary to class (printed or electronic). Their dictionary is their safeguard, and as long as they are not using it to check every new word, this is perfectly reasonable. You obviously want to avoid a situation where students no longer listen to your explanations and revert automatically to their dictionary instead; but in a multilingual class where there may be no recourse to their mother tongue, learners may feel they have to check certain words in the dictionary if your explanation still leaves them puzzled (and this happens to the best of teachers). Similarly, for productive skills work, bilingual dictionaries can provide the students with the means to express an idea which they may not otherwise have the language to express. We wouldn't discourage learners from using dictionaries in class, but you need to have a clear policy on when learners should use them.

Initially, you may need to advise learners on the best dictionary for them to use. At elementary level, students usually turn to bilingual dictionaries: they are familiar and the definitions are immediately accessible. If you are working in a monolingual teaching situation, you are in a good position to advise learners on the best bilingual dictionaries to buy. (They vary considerably in quality and accuracy.) At a certain stage in their learning, especially in a multilingual situation, you can encourage more monolingual dictionary use. This can start when the learners are still elementary or pre-intermediate, especially for exploiting phonemic symbols or visuals, but we think intermediate level is the time when monolingual dictionary use starts to become more practical and effective. (See **follow up** for suggestions.) It's also worth remembering that learners need different dictionaries at different stages in their language learning and for different purposes.

dictionary training

If you are beginning to use monolingual dictionaries with your students, you will probably need to familiarize them with dictionary features. This is best done little and often over a period of time. To motivate students in the first place, a dictionary quiz is an enjoyable introduction; you could make it a competition between groups.

think![4]

Look at the exercise **try it out.** Which dictionary features are being highlighted in sentences 1–8?

try it out four true, four false

This activity and worksheet is adapted from *Dictionaries*, by Jon Wright. (see **follow up**) It is suitable for intermediate learners, and takes 30–40 minutes. Students practise dictionary skills and become familiar with a range of information in dictionaries.

1. Give students a copy of the 'four true, four false' worksheet (see below) or write a similar one of your own. Students complete it in pairs, using a dictionary.
2. Check the answers, and ask students how they found the activity. Was it difficult?
3. (for advanced levels) Tell pairs to make a similar worksheet using one double-page of the dictionary, and include at least one question about: spelling, meaning, pronunciation, and grammar. Monitor pair work.
4. Pairs swap worksheets with other pairs and answer them.

FOUR TRUE, FOUR FALSE

1. *Deer* and *sheep* have no plural form.
2. *Fast-faster-fastest* are comparative and superlative forms, with *fastly* as the adverb.
3. *Scissors* and *biro* have different stress patterns.
4. People can be *over the moon*.
5. You can meet a friend *in midnight*.
6. *Loft* and *basement* mean the same.
7. An *escalator* will take you to another floor in a building.
8. *Comb* has a silent letter.

A common mistake learners make when checking the meaning of a new word is to read the first definition and assume it is the correct one for their particular context. For example, a learner comes across a new word, *odd*, in this sentence:

There was an odd number of people in the group, so …

The first dictionary definition in the *Oxford Elementary Dictionary* is given as 'strange or unusual'. If the learner doesn't look any further, they will assume that the meaning 'strange / unusual' either refers to the people (which is feasible) or the number (which is in itself a little odd). The second definition is as follows:

odd 🔑 /ɒd/ ***adjective*** (odder, oddest)
1 strange or unusual SAME MEANING **peculiar**: *It's odd that he left without telling anybody.*
2 not able to be divided by two: *1, 3, 5 and 7 are all* **odd numbers**. OPPOSITE **even**

To encourage learners to scan several definitions of a headword until they find the appropriate one, you can give them some sentences with a new item highlighted:

She was worn out after the journey.

I had a light breakfast.

This wine is very dry.

Ask students to look in their dictionaries and find the correct definition for the underlined word. In the *Oxford Student's Dictionary*, they will need to read several definitions for each of these words to find the appropriate one. You can then ask them to check which other meanings of the words they already know. It's important to remind students that they often need sentence examples to illustrate meanings fully, and the examples will probably help the learners to remember the item.

Want to know more? Go to upper-intermediate **teacher's book, how to … use dictionaries with learners** *p.174*

phonemic script

There are several reasons for teaching phonemic script to learners, not least that it can help them to develop an awareness of the sound system of English, both receptively and productively. In terms of learner autonomy, knowing phonemic script means immediate access to the pronunciation of any item in their dictionary. Students don't need their teacher to tell them how every word is pronounced; they can find out for themselves. In the long term, the rewards can be significant.

As with dictionary skills, we would suggest introducing phonemic script gradually and making the activities short and achievable. (This is the approach we have taken in **natural English**, either incidentally during language focus activities, or in discrete slots in the 'Help with pronunciation' sections.) When you feel your learners are ready to start using a monolingual dictionary suitable for their level (or a bilingual dictionary with phonemic transcriptions), you can highlight the benefits of knowing phonemic script with the simple activity which follows.

Give students a worksheet with the table on the right above. Five words are in the wrong place, and they have five minutes in pairs to discuss where the misplaced words should go and check their answers in a dictionary. They have to aim for 100% accuracy in the exercise – nothing less will do! You can produce your own exercise using items your learners often find difficult to pronounce.

the letter 'o'

Think about the pronunciation of the letter 'o' in the words in the table. Five words are in the wrong place. Put them in the right place. Use your dictionary to check.

/ʌ/	/əʊ/	/ɔː/	/ɒ/	/ə/
mother	hotel	forty	holiday	today
stomach	hostel	more	borrow	customer
wonderful	mobile	November	short	second
forget	home	passport	often	computer
money	going	corner	blonde	Monday

Want to know more? Go to intermediate **teacher's book how to …** teach phonemic script *p.168*

grammar and vocabulary practice books

Many learners are keen to buy a grammar or vocabulary practice book for further study at home. This is certainly worth encouraging, but you may need to advise learners what is available, and recommend a suitable one with an answer key. The best way to encourage supplementary practice is to set material from a grammar or vocabulary book for homework. If it is successful, you can then recommend the book for self-study. Some attention to terminology will be helpful though, and *The Good Grammar Book* and *English Vocabulary in Use* (see **follow up**) teach relevant terminology or provide a glossary of terminology for learners. *The Good Grammar Book* also has a 'test yourself' section which is very useful for self-study.

If students are using a practice book alone, working their way systematically through the book may not be the best approach. Eventually it is likely to become monotonous and de-motivating for most learners, and some sections simply won't be relevant. We feel it is better to suggest that students either focus on areas they have found difficult, or do practice exercises to consolidate language studied in class. Encourage them to check their answers in the key at home, and allow some class time to help them with any queries they have. If they are prepared to work hard out of class, then they deserve the encouragement and support.

Coursebooks are generally accompanied by a workbook which is largely intended for self-study. No coursebook designed for classroom use can hope to achieve everything, given the space constraints on the page, and the time constraints of the course. Workbooks, therefore, are valuable in that they provide additional practice and consolidation of language studied in class. Workbooks for adult courses generally have an answer key at the back, which also encourages learner independence.

3 Self-access

in school

Study facilities in schools come under a variety of titles: self-access centre, self-study centre, listening centre, library, etc. They also come in many shapes and sizes. Some are very generously equipped, with computers, videos, cassette recorders / CD players, reference books, readers, language exercises, and so on; others may just have a cassette recorder for listening to tapes and a small selection of books. Some schools have nothing at all.

If you are fortunate enough to have a self-access centre (SAC), you should certainly do everything you can to ensure your learners derive the maximum benefit from it. Take them to the SAC yourself (don't just tell them about it), show them how to use the different resources, and then give them some time to explore the facility. One of the great assets of an SAC is that students can personalize their learning, using resources and materials that match their needs and interests, whether it is watching videos / DVDs, doing computer-based language exercises, or just reading as widely as possible. While they are exploring the resources, this gives you an opportunity to talk to and advise different learners on the appropriate level of books or cassettes for them, or whatever it is they want to do.

After a thorough induction to the SAC, follow it up by giving the class a homework task that involves using the resources in the centre. Here is one idea:

try it out self-access centres

This will get learners started, and the choice of activity allows for different learners' needs and interests. The classroom feedback is really a chance for you to see how well they have done, and how best to encourage them to continue using the resources.

Ask learners to do one of the following:

1 Choose a song they like, listen to it and transcribe it, then rub out some of the words. Bring the gapped version to the next lesson. (You will need to photocopy it for the other students.) The class listens to the song and completes the words.

OR

2 Choose a book (a reader), read the first chapter, and be prepared to tell one or two other students about the story so far.

OR

3 Choose two language exercises based on some recent grammar they have studied. Write their answers on a separate piece of paper and check them using the answer key. Bring the exercises to class and give them to another pair to complete. (The student then checks the answers given by the pair.)

Most important of all with an SAC is that you keep up the momentum and don't forget about it after the initial encouragement. Monitor your students' personal use of the facility and talk to them about things they have done. It is probably too much to expect everyone to make effective use of the SAC, but with frequent reminders and encouragement you may be able to influence the majority. Even if the numbers using it are limited, the benefits for those that do may be considerable.

Many schools now have Internet access for students, and if so, you may be interested in how best to exploit it with your learners. You can find a range of interesting ideas on the OUP Teachers' Club website at this address:

www.oup.com/elt/teacher/naturalenglish

Click on 'Internet lesson plans' and you will find ready-to-use Internet-based lesson plans with Teacher's notes and worksheets, on topics such as improving listening / speaking / reading / writing skills, using news websites, producing weblogs, developing students' vocabulary on the Internet, etc.

at home

If your school does not have a self-access centre, you need to find out what resources the learners have at home and what may be available to them in their local town. An increasing number of learners will have computers with Internet access, and one very simple thing you can do is to direct them to the **natural English** students' website where there is a wide range of activities to supplement the coursebook at the following address:

www.oup.com/elt/naturalenglish

In many parts of the world, satellite television channels in English are available, and students can easily find news, sport, and music channels which may interest them. Films in English are sometimes shown on television or at the cinema, and with L1 subtitles they can be accessible even to low levels. If you scan the TV listings and local papers regularly, you can alert your students to any suitable films that are being shown. You might even arrange a class trip to the cinema. Most DVDs come with a choice of languages, including English, as well as subtitles in English; the combination of an English soundtrack and English subtitles is an excellent way of supporting independent viewing.

You can now buy English language newspapers in most places, usually within 24 hours of publication. If you buy a paper in the learners' L1 and find an interesting international story (or better still a local story that may make its way into English language newspapers), photocopy it and ask them to buy a newspaper in English the next day. Learners can read the story in their mother tongue so they are familiar with it, then read the same story in the English language newspaper. In class they can talk about the story, or you could use it to focus on a particular area of lexis. Whatever you do, you have given learners an idea and a procedure which they can follow for themselves with different stories, especially ones that will be of particular interest to them (e.g. the report of a European football match between a team from Britain and a team from their country).

If resources in English outside the classroom are very limited, you can still ask learners to do something in their own language, e.g. read part of a newspaper or watch a particular TV programme, which they then discuss in class in English.

4 Homework

think![5]

When did you last set your students homework?

Was it to finish off class work because you had run out of time?

Did it link to the previous lesson, or was it preparation for a future lesson?

Was there an incentive for the students to do it?

Do you write personal comments on your students' homework?

Do you ever forget to give it back?

Think about these questions before you read on.

For many adult learners, an English course is something they have to squeeze into their own limited free time. Fitting in lessons is hard enough, so incorporating time for homework as well may be out of the question. For other learners, homework may be feasible but it still has to compete with other extra-curricular activities, and may be low down their list of priorities. They may also have memories of homework from schooldays which may not have been a pleasurable experience.

Part of the reason for any reluctance to do homework may not be the work itself, but the use we make of it. Looking back on our own experience, we realize that we have often failed to give it the attention it deserves. Without careful planning, it is so easy to use homework to complete an unfinished classwork exercise, or do an exercise that we didn't do in class because it wasn't very interesting (but would be fine for homework). In other words, it is very easy to treat homework as a dustbin, or as Michael Thompson says, 'a receptacle for the unwanted and unloved' (see **follow up**). Even when the homework has been carefully chosen, you can find yourself in the position of having to rush through an explanation of what you want the students to do because you've come to the end of the lesson. Without the necessary time to explain the aim of the homework, students may not appreciate its value.

All of this is a shame because homework can have an important part to play in language learning. Apart from the obvious one that it can be used to practise and consolidate work that goes on in the classroom, it also forms a bridge between lessons, which is especially important for students only studying a few hours a week. If they complete homework tasks, they continue learning outside the classroom and they keep English ticking over in their minds. And the more they do it, the more independent they become, and the more likely they are to carry on learning. How do we successfully tap into this potential?

With an adult class, the first step is to consult the learners on the feasibility of homework, and the amount of time that can be devoted to it. Most students recognize the potential benefits of homework, and if they are personally involved in negotiating the amount of homework they do, they are more likely to respect it. This may mean that students do different amounts of homework, in which case you can set a minimum amount for everyone to do, with optional activities for those who have more time.

In her book *Homework* (see **follow up**), Lesley Painter sets out the following goals that she wants homework to achieve:

1. Students should feel homework tasks are useful.
2. Tasks should be interesting and varied.
3. Work should include not only written tasks, but tasks focusing on all skills.
4. Individual students' needs should be met, which means varying homework tasks for different students.
5. Students' attitudes to homework should be improved, for example, by allowing them to contribute ideas by designing their own tasks.
6. Language should be liberated from the classroom.

It's a challenging manifesto, but if we can achieve half of these things, learners may approach homework in a completely different light. Here is one idea we have adapted from Lesley Painter's book, which shows that more interesting homework tasks don't necessarily involve extra work on the teacher's part.

try it out word review

Photocopy a blank word square grid, e.g. 100 squares made up of 10 x 10. Assign individual students or pairs a different area of vocabulary that you have studied recently, e.g. food vocabulary for one pair, irregular past tenses for another pair, and so on. Each pair then has to write ten words (or more) from their lexical area into their square; the words can be vertical or horizontal (or diagonal if you want to make it more challenging). When they have done that, they have to complete all the empty squares with random letters. When they come back to class, they give their square to another pair, who have to find the target words.

One of the key concepts above is variety, so it may be helpful to consider the different types of homework we can set. Here are some of them.

consolidation

Written exercises to consolidate grammar and vocabulary studied in class are probably the most common form of homework. There is nothing wrong with this and learners will generally consider such exercises useful. The important thing to remember is not to rely too heavily on this one type of homework, and when you choose exercises, look for interest and variety (and check first to make sure they are suitable).

preparation

Students can use homework to prepare for the next lesson, e.g. reading a text or writing questions to ask a classmate. However, if the success of the lesson depends on every student successfully completing the homework, there is a risk of the lesson becoming derailed. With this type of homework, therefore, you should have a 'plan B', i.e. a way in which the lesson can still be successful without every student doing the homework. This isn't being defeatist, just pragmatic. In the case of learners preparing questions, you can put a student who hasn't done the homework with two who have. Reading a text, in our experience, is not always successful as a homework task: some read and study the text; others read it but forget the content by the time of the next lesson; a few don't bother. It is usually more successful if you can provide a concrete task for the text, e.g. blank out half a dozen carefully selected words and ask students to read the text and decide what the missing words are.

writing

Guided or free writing is a common homework task as most teachers and students look upon writing as a solitary occupation which is best done outside class, although it needn't be. Writing also comes at the end of many coursebook lessons and may be given for homework if the teacher runs out of time. Writing is a very demanding skill and some learners find it particularly difficult to know how or where to start. We think these homework activities are sometimes more successful if you can make a start in class, perhaps with students working together, and then ask learners to carry on and finish the task at home. Another suggestion is that you do the homework as well and give it to your students to mark. This would not be very appropriate for grammar exercises, but for a piece of writing such as a description of a holiday, it would be very suitable. We know of one teacher who did this with a class that were generally reluctant to do homework, and it proved remarkably successful.

try it out e-mail account

I set up a special e-mail account (not my personal one) and asked students to write me an e-mail on Sunday evening, outlining what they'd done during the weekend. I only replied with one or two lines, but students enjoyed the sense that they were getting some individual attention, and really appreciated the fact that I was giving up my own time to do it. It worked very well.

Julia, London.

personal interests

Homework is a great opportunity for students to personalize their learning and follow up their own particular interests. You can start this off in class by asking students to think about the subjects that interest them, e.g. music, politics, etc., as well as the language learning activities they enjoy doing, e.g. listening to tapes, doing language exercises, writing stories, and so on. (Lesley Painter includes a photocopiable questionnaire you could use for this purpose.) Ask students to commit themselves to something specific they are going to do for homework, and tell you what it is. In the next lesson, put students in small groups to talk about what they did. Sometimes this will result in them recommending activities to each other. You could also ask them to write a short summary of what they did. Be very encouraging, whatever they manage to do.

speaking buddies

With some classes, you may be able to extend their speaking practice outside class by setting paired speaking activities. Students can do these either on the phone, or in a coffee bar before the next lesson. Encourage them to pair up with another student they enjoy working with, and set some simple speaking tasks. For example, play a game such as 'Twenty Questions', or talk for ten minutes about their families, or talk about TV programmes they like. Alternatively, ask each pair to prepare something to talk about in class over the coming weeks: perhaps they can write a set of questions for the class to discuss, or prepare a short talk together. They may simply want to do their homework together and compare answers. Again, remember to follow up in class any speaking homework that you set.

It is worth remembering that nothing is more discouraging for learners than to do homework which the teacher forgets to go over or acknowledge. If you teach a lot of different classes, keep a record of any homework you set to remind you. It is easy to neglect homework feedback with the demands of the syllabus and the constraints on classroom time, but we do think it is important to include time for feedback in your lesson planning.

conclusion

In this chapter, we have looked at:

- ways of encouraging learners to keep clear and accurate records of what they have learnt
- guidance on dictionary training, and the use of grammar and vocabulary self-study guides
- how to promote self-access, both in school and at home
- the importance of homework, and the different types of homework you can give

Not every learner wants to be independent, and some simply do not have the time to devote to English outside the classroom. Nevertheless, the guidance and encouragement you provide in these areas of developing learner autonomy can have substantial benefits for many learners.

follow up

general

Painter L 2003 *Homework* (Resource Books for Teachers) OUP

Thompson M *Time Well Spent* in English Teaching Professional (issue 31)

Wright J 1998 *Dictionaries* (Resource Books for Teachers) OUP

grammar practice

Swan M and Walter C 2001 *The Good Grammar Book* (with answers) OUP

Murphy R 2002 *English Grammar in Use: A Self-study Reference and Practice Book for Elementary Students of English* CUP

vocabulary practice

McCarthy M and O'Dell F 1999 *English Vocabulary in Use: Elementary* CUP

dictionaries

Oxford Essential Dictionary

Oxford Photo Dictionary

Oxford Student's Dictionary

Oxford Advanced Learner's Dictionary

Longman Dictionary of Contemporary English

Macmillan English Dictionary for Advanced Learners

answer key

think!^{4} *p.155*

Sentences 1, 4, 7, and 8 are true.
Dictionaries include a great deal of information about grammar, as can be seen in sentences 1 (nouns which don't change form from singular to plural), 2 (comparative and superlative forms and adverbs), and 5 (the correct preposition for this phrase is *at*).
Clearly sentences 4, 6, and 7 focus on word meaning.
Sentences 3 and 8 focus on pronunciation: 3 on stress marking /ˈsɪzəz/, /ˈbaɪrəʊ/, and the silent letter in *comb* is apparent from the phonemic transcription /kəʊm/.

how to ... communicate with low-level learners

1 Use of the mother tongue
2 Classroom language in English
3 Purposeful teacher talk

1 Use of the mother tongue

think![1]

What was your experience of learning a foreign language when you were at school? Did the teachers use your mother tongue (MT) all or most of the time?

What about you now? What's your policy on the use of the mother tongue with low-level learners?

Anyone learning a foreign language forty years ago probably had a teacher who used the mother tongue for instruction almost all the time, employing the grammar translation method. This was certainly the case for most pupils in British schools, and in some schools in Britain and around the world, it is still true. Up to the 1970s, grammar translation was the prevailing method, although some teachers experimented with direct method and audio-lingual approaches, both of which discouraged the use of the MT. By the 1970s, more teachers were starting to use the audio-lingual method, based largely on behaviourist models of learning. This involved students listening to models and then repeating them, chorally and individually. Any explanations in either the mother tongue or L2 were largely frowned upon. In the 1980s and 1990s, teachers following the communicative approach tended to operate largely in L2, but with an increasingly flexible attitude to use of the MT. Of course, in some teaching situations, use of the mother tongue is not feasible, e.g. in a multilingual classroom where English is the lingua franca, or in classrooms where the teacher doesn't speak the students' own language. However, for many teachers around the world who speak the students' mother tongue and work in a monolingual environment, the use of the MT is an important issue which continues to arouse strong feelings. Let's look briefly at some of the advantages and disadvantages in a monolingual setting.

advantages of using the mother tongue (for teachers and learners)

- It is quicker and easier for the teacher to give instructions and explain new language in the students' mother tongue.
- There is less likelihood of students' misunderstanding an instruction or explanation in their MT.
- It is reassuring for (some) students to be in a classroom surrounded by their mother tongue.
- Students can ask questions easily in their mother tongue, e.g. seeking a refinement to an explanation the teacher has just given, or perhaps asking a question to satisfy their curiosity or thirst for knowledge. If learners have to do this in English, they may feel more inhibited and remain silent rather than risk speaking in English. This could have a very negative effect on both their motivation and progress.
- Students may have more energy to devote to understanding a rule or explanation if they are not also trying to understand what is being said to them in English.
- The teacher can focus on similarities and differences between English and the learners' mother tongue; this can be very fruitful, especially in anticipating or highlighting potential errors. Here is one idea you could try to encourage your learners to make positive use of the mother tongue.

try it out peer translation

Divide the class into small groups and give each group a specific language point you want them to test on other groups, e.g. the use of different frequency adverbs with the present simple. The group then writes four to six sentences which include the target language, e.g. *I often go out on Saturday evening; I hardly ever have breakfast with my parents*. Check their sentences are correct, then on a separate sheet of paper get each group to translate their sentences into their mother tongue. Again, check to make sure they are correct. Groups then exchange their MT sentences and translate them back into English. Finally, they return their sentences to the group who wrote them for correction.

This idea comes from Sheelagh Deller. See **follow up**.

disadvantages of using the mother tongue

- If the teacher consistently uses the mother tongue, students will inevitably do the same. This will produce a classroom in which teacher and students are talking a lot about English but not talking very much in English.
- If classes are largely conducted in the mother tongue, many learners will remain inhibited about speaking in English.
- Students will be deprived of valuable L2 listening practice. This is particularly important in situations where the students may hear little or no English outside the classroom.
- Students are also deprived of the opportunity to pick up a range of useful words and phrases that teachers commonly use in classroom instructions and explanations (in English), e.g. *first of all, let's have a look at, the main difference is that ...*, etc. As these types of phrases are repeated time and again, students often learn them with little conscious effort, and this can contribute significantly to the amount they learn in the classroom (see section 3 on teacher talk).
- In mother tongue classrooms, some students may not feel they are participating in an 'English' experience, and this could have a negative effect on their motivation.

classroom policy

It is reasonable to suppose that teachers will want their students to use English as much as possible, and as we have indicated above, this is only likely to happen in the classroom if the teacher uses English themselves as much as possible. At the same time, there are occasions in a monolingual classroom when the mother tongue can be used to good effect. For those teachers who speak the students' mother tongue, therefore, it may be a case of establishing a clear policy with low-level classes as to when and why it is sensible or expedient for the teacher and students to use the MT.

For the teacher it may be:

- to explain something about their teaching methodology which learners might not understand with their current level of English, e.g. why they think it is beneficial for students to work in pairs or small groups; or why they want them to first read a text without using their dictionaries.
- to explain the rules of a game or clarify a particular language point. (This may be reinforcing an explanation already given in English.)
- to provide an MT equivalent which would be difficult and time-consuming to explain in English.
- to make comparisons between the MT and English which are of particular importance. (Again, this may be a combination of English and the mother tongue.)

For the student it may be:

- to repair a breakdown in communication during a pairwork activity, thereby ensuring that the activity can continue largely in English.
- to ask the teacher a question (e.g. seeking advice on the best dictionary to buy) or explain a reason for something (e.g. why they cannot come to the next lesson), which is beyond their current ability in English.

In the early stages of learning, it is perfectly natural for students who share the same mother tongue to feel embarrassed about talking to each other in English, and many will switch back to their L1 periodically rather than struggle in English. To outlaw any use of the mother tongue in this situation would seem, at best, very harsh. Teachers may be more successful if they adopt a tolerant attitude towards the mother tongue in the early stages of learning, while at the same time prompting and encouraging the use of English wherever possible. It is crucial, though, that the policy on MT use is made clear and that it is reached with agreement on both sides. Adult students are more likely to support a policy which they have helped to shape.

If you are not sure where the boundary between MT and L2 should be in your particular teaching situation (many factors such as age, class size, and your students' learning background will influence this), you could try this bit of classroom research.

try it out classroom research

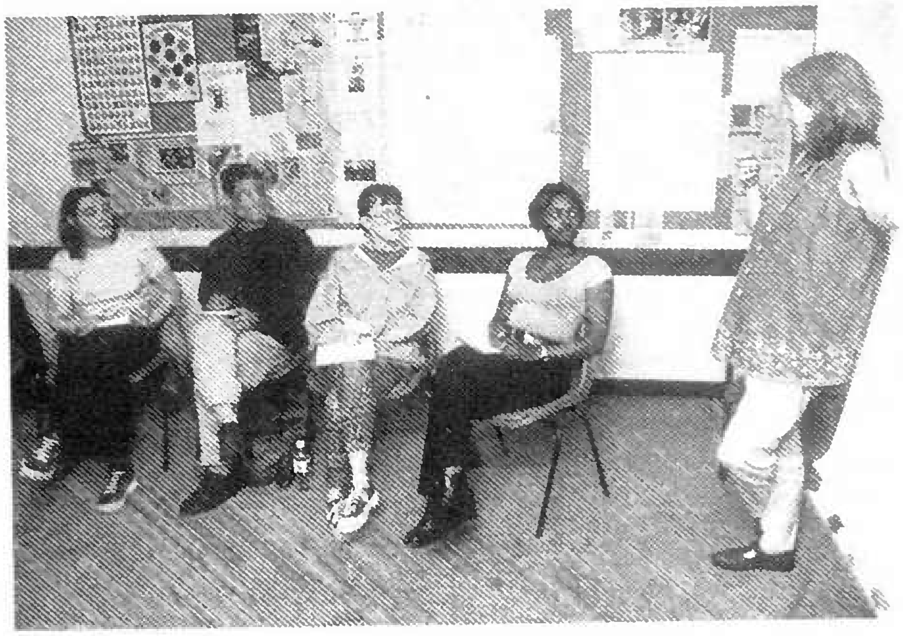
Over the next two or three lessons, note down when (and why) your students use their mother tongue in the classroom. If one of your colleagues is free, they may be willing to come to your class, monitor the students, and collect the data. Afterwards, you can analyze the results.

- Is the mother tongue being used by most of the students, or just a few?
- Are students using the mother tongue in the same situations? For example, is it to ask you questions, or is it mainly between themselves in student-centred speaking activities?
- Do you feel the use of the mother tongue is justifiable in most cases? Could they be doing more in English?

This research may help you to clarify your policy on the use of the MT, and may also give you clear examples to show your learners how they could be making more use of the English they already have.

Bear in mind that if your students are using their mother tongue, it may not be through any laziness on their part, or unwillingness to speak English. Have you given them an activity which they are not capable of doing with their current level of English? On a more positive note, students can become so engaged in an activity that they revert to their mother tongue simply out of their desire to express themselves, and we shouldn't reprimand learners for such enthusiasm.

2 Classroom language in English



some guidelines

Whether you use the learners' mother tongue or not, you still need to communicate in English some of the time, and this presents a challenge with low-level learners, even for experienced teachers. How can you communicate naturally, yet in a way that they will be able to follow? And how can you avoid speaking 'pidgin' English? Here are some guidelines:

- Try to say things once, but clearly. If you say the same thing in several different ways, learners may think you are saying different things. And if you repeat yourself a lot, you're probably wasting valuable time.
- Try not to speak unnaturally slowly. If you do, you may sound as if you're addressing children. Having said that, you will probably need to slow your speech a little.
- You can help learners by keeping the speed natural, but pausing briefly at appropriate points to let them take in what you've said.
- Use your voice to highlight key words when you're speaking. This will involve making them slightly louder and longer, and may also include very small pauses around the key words.
- Avoid letting your voice fall away completely at the end of sentences. Low-level learners tend to think that everything you say is important, and they may worry that they have missed something.

- Try to pronounce 'naturally': in other words, keep in natural features of connected speech. Use contractions and weak forms, link your speech naturally, and avoid distorting your pronunciation in order to make it easier for your learners. If you modify your pronunciation unreasonably, learners will be less able to understand natural spoken English when they hear it from others.
- Use gestures, demonstrations, pictures, and diagrams to enliven your speech and make it more comprehensible.
- With low-level monolingual classes, you could give the instructions twice (first in English, then in the MT) and repeat this method until they are sufficiently accustomed to the English instructions and the MT is no longer necessary. A variant of this might be to ask learners to translate back the teacher's English instructions; just ask, *Now what do you have to do?*

language grading

If you are not very experienced with teaching lower levels, you may need to monitor the language you use when giving instructions. For example, *complete the gaps, write your answers in the blanks,* and *fill in the answers* all express the same idea, but using different permutations with elementary learners can be confusing. Try and keep to one instruction to start with, and then gradually introduce different forms, checking that students understand. In this way, you will be expanding your learners' receptive vocabulary in a very natural way.

You also need to decide which items of vocabulary will be easier for your learners to understand. This may depend on their mother tongue, but for most learners, *find out* is harder than *ask, likely* is harder than *probably,* and *make up your mind* is more convoluted than *decide.* The 'harder' items are undoubtedly natural and extremely useful, but they can be introduced over time. With regard to structures, try to talk to learners in 'the here and now' rather than using hypothetical language, and where possible, avoid indirect speech. For example, rather than:

> *Imagine someone stopped you in the street and wanted to know if there was a post office nearby. What would you say?*

you could say:

> *You're in the street. A man asks you for the post office. What do you say?*

think![2]

Look at these examples of classroom language which might confuse low-level learners. How could you make each one clearer?

example

Right, could you all get up, please, and go round and have a chat with lots of different people about their families.

Say: *Get up, please* (with a gesture to show them to stand up). *Ask three people about their family.* Demonstrate the activity before giving these instructions: ask a student about his / her family, and get a student to ask you about your family. This should ensure that the activity will be clear before they begin.

1 *OK, I want you all to note that down.*
2 *Can anyone tell me what 'forget' means?*
3 *Can anyone tell me where you'd be likely to see a wardrobe?*
4 *OK, Ahmed, do you think you could ask Sami to go to the cinema with you tonight?*
5 *When you've finished reading the dialogue with your partner, swap so you each have a go at the different parts.*
6 *Don't let your partner see what's in your picture.*

go to **answer key** *p.166*

Classroom discourse invariably includes a large number of phrases that learners hear or read (and sometimes use) again and again. Some of these are comprehensible from the context, or don't require explanation because you are demonstrating what to do. However, you need to check that students understand some of these phrases, especially at lower levels with learners who are not familiar with your teaching methodology.

Here are some examples of classroom language for instructions that learners often need to understand. As you read, decide which of the phrases you use most. Do you express these ideas with different language? Can you add to each category?

- **getting started**
  Open your books at / turn to page 7; look at / do exercise 5; compare your answers with your partner; read the article on page 23, etc.
- **exercise rubrics**
  Circle / underline / cross out / tick the right answer, etc., *complete the grid / table / form / sentence / phrase / gaps,* etc.
- **focus on new words**
  What does X mean? What's another word for ...? Is it the same as ...? How do you say ...? How do you spell / pronounce / write ...?
- **checking instructions**
  Do you have to write? (no) *How many questions do you have to ask?* (six)
- **class organization**
  Work with your partner / in pairs / groups of four; find a new partner; move your chairs; sit facing your partner; don't start yet; change roles; get up and talk to different people, etc.
- **winding down**
  Can you stop, now, please? Finish the exercise for homework; that's it for today, etc.

Want to know more? Go to pre-intermediate **teacher's book, how to ...** do pair and group work *p.146*

terminology

How much terminology do you use with your learners at language clarification stages? How much should you use? There is no simple answer to this, and to a large extent it will depend on your teaching context. In some teaching situations, learners will be familiar with some grammar terminology (e.g. noun, verb, subject, object, etc.), and they would expect it to be used in class; indeed, they might be rather shocked if it weren't. In other situations, learners will find the use of terminology baffling and intimidating, so you may have to avoid it even if you have a personal preference for using it. The greatest difficulty can be in multilingual classrooms where learners not only have different degrees of knowledge, but also different expectations about the use of terminology. In general, it seems sensible to avoid overloading learners with too much terminology, but to introduce new terms as and when you feel they will benefit from them. In the long term, we believe that the use of certain terminology can save you time and, of course, will help students to make better use of dictionaries and grammar books.

think!^{3}

Which of these items of terminology would be useful for your learners to know as they proceed through an elementary course?

contraction
collocation
adjective
modal verb
definite / indefinite article
negative
verb
uncountable noun
pronoun
plural
subject / object
subjunctive
present perfect
syllable
noun
preposition

go to **answer key** *p.166*

try it out classroom language

When a teacher gives instructions, there is a genuine reason for learners to listen: they need to be able to follow the instructions in order to achieve the task. Here is a simple way you can focus on the language you use and teach useful chunks of language in the process.

Think about an activity you are going to use with your learners, and plan your instructions for it carefully. A suitable activity for this purpose would be a vocabulary revision game. For example, write ten vocabulary items on a poster for A students, and ten items on a different poster for B students. You'll put the A poster on the board first, and the B poster later.

Set up the activity in the normal way, but use the simple instructions you have planned. Record yourself while you're doing this, without making it too obvious. For example:

Find a partner.
Move your chairs, and sit opposite each other.
Student A: look at the board.
Student B: don't look at the board.
Student A: there are ten words on the board.
Explain the words, but don't say them.
Student B: listen and guess the words.
When you finish, change places.
Student B: you now explain your words.

When students have finished the revision activity, ask them if they remember your instructions. Give them the first instruction above, and see if they can remember any of the others in pairs. As they have just done the activity, they will have understood what you said, but may not be able to recall the instructions. Give them prompts (e.g. the first one or two words of each instruction) and see if they can reproduce the instructions. At the end, you can play them the instructions you recorded to check their answers. They won't recall the instructions exactly, but if they get the gist, they have done well.

a real example

Finally, let's look at an example of some real instructions from a lesson with a pre-intermediate, multinational class. The teacher (David) recorded the lesson because he wanted to see just how clear and effective his instructions were. He then wrote a commentary on the extract, which we have included.

The aim of the lesson was to give students speaking practice through a role play. Before this extract, he had established the context carefully using board drawings and characters, and organized the learners into groups for the activity. By this stage, they had a clear idea of what to do in the role play, and there was some language on cards on the board (including some conditional sentences) which they might need to use. In David's own words, the students were 'raring to go' at this point.

Teacher OK. Listen to me for two minutes. Max, Ali, wait a minute and then you can speak. OK. Now I'm going to give you maybe ten or fifteen minutes to practise the situations. This is you (*indicating board drawings*). OK? Now, you're actors today. You are actors. OK? So here we have ... Ahmed is very scared, (*general laughter*) and they're not laughing (*indicating two others in Ahmed's group*). Don't laugh. Don't laugh, Hedvika – you're really angry. OK. She's very angry. OK? And look at Joe (*moving to another group*). Look at Joe. How do they feel? (*indicating other members of Joe's group.*)

Student 1 Unhappy.

T A little bit unhappy, yes. And over here, what are we talking about?

S2 Travelling.

T Travelling. Where do you want to go travelling?

S2 Disneyland.

T Disneyland. Where do you want to go? (*indicating another student*)

S3 Paris.

T Paris. OK, now, listen. You are actors. Actors. So I want you to practise the situation once. And then talk about it. Mmm, (*indicating speaking*) ... that was good, that was OK. Next time you should be angrier, or you should, ... I don't know ... something. Talk about it. Practise again: da, da, da, da, da (*indicating speaking with hands*). Talk about it. Practise again: da, da, da, da, da, da. And at the end, when you've got it perfect, you can come here and act (*general nervous laughter*). OK, so you can use these if you like (*starts taking the cards with conditional sentences off the board*). So I'll give you these. If you want, you can use these. If I can get them off the board. You can use these to help you (*handing them out*). OK, so begin preparing now. Don't look at this too much (*indicating cards just handed out*). OK, so you can use them, but speaking, practising. Ten minutes!

commentary

[this has been abridged]

The aim of the teacher talk in this extract is to give instructions for a student activity. The students actually went on to carry out the activity with no problems, but whether or not this was a result of this particular passage of instruction is debatable. In fact, I think this passage could have been reduced to a few lines with the same end result. I believe this unnecessary length stems from two psychological factors on my part: a) an almost manic desire to make sure that everything is absolutely 100% clear; and b) not giving the students enough credit (especially at the lower levels) to be able to understand things which are succinct and to the point and not repeated time after time. In fact, this passage is a real eye-opener for me, and makes me wonder how much class time I waste with superfluous and long-winded instructions. Not only that, how do the students feel about this? Frustrated? Humiliated? Grateful?

language grading

I think the language I use in this passage is pitched at about the right level. The grammar of my talk does not seem to be simplified, but my pronunciation is definitely graded towards the level. Not only am I speaking more slowly than I usually do, but I am omitting weak forms and replacing them with full forms, which makes the speech sound quite unnatural.

density

The final passage in the extract is simply too dense. At no time do I pause to check understanding. With hindsight, I would have put the following on the board: 1) Practise the role play, 2) Talk about your practice, 3) Practise again, 4) Talk about it again, 5) Act in front of the class. This would have made the explanation much clearer and easier to follow.

repetition

At certain stages, I begin to sound like a parrot!

> *Don't laugh, Hedviga. Don't laugh ... You're really angry ... She's really angry ... You are actors today ... You are actors ...*

The question is, what effect does this have on the students? It can't be very good for their listening skills. I wouldn't want them to become 'repetition dependent'! In many cases, the input they receive from their teacher may be the only input. If so, it should be as natural as possible.

questions

The students know the answers to the questions I ask, but they are checking questions (making sure that the students have understood the instructions) and are thus justifiable.

echoing

In this extract, the 'echoing' effect is glaringly obvious. My copying what the students say serves no purpose – the students had pronounced the words correctly and produced the correct response, so there was no correction or reformulation.

Student 1 Unhappy.

T A little bit unhappy, yes. And over here, what are we talking about?

S2 Travelling.

T Travelling. Where do you want to go travelling?

S2 Disneyland.

T Disneyland. Where do you want to go? (*indicating another student*)

S3 Paris.

T Paris.

This is the area of my teacher talk that I find the hardest to work on. I don't even hear myself doing it, and this makes it difficult to cut out.

OK / OK?

This word appears eleven times in a short space of time, and since listening to this tape of my class, I've become acutely aware of how much I use it when teaching. On closer examination, I use it in different ways:

- as a discourse marker; to mark the beginnings and ends of ideas. For example:

S3 Paris.

T Paris. OK, now, listen.

I then go on to another area of instruction. I think this is useful for students and makes it clear that something new is coming.

- as empty checking of concepts and instructions. A student will almost never call out, 'No, I don't understand' in response to these.
- to keep things moving along at a steady pace.

David is an excellent and very successful teacher. He is very self-critical here (perhaps too much so), but he learnt a great deal from recording his teacher talk. We are extremely grateful to him for giving us permission to use these extracts.

try it out record yourself

Try recording yourself a few times when you are teaching a class. You don't need to tell the students what you are doing; this is just for your benefit. If you are reasonably near the tape recorder, it will pick up your voice enough to listen back after the lesson and evaluate it.

Take a couple of short extracts where you are talking and the students are responding.

- Do you think your language is graded to their level?
- Does your delivery sound natural? (vocabulary, grammar, pronunciation)
- Do you talk unnecessarily, or are your instructions succinct?
- Do you repeat what the students say, or repeat yourself?
- Do you think the students understand?
- Do you give them time to think and respond?
- What do you think is the best feature of your talk?
- Is there an area you would like to improve?

You don't need to write anything down. Over the next few lessons, try to work on the area you were least satisfied with.

3 Purposeful teacher talk

We imagine many teachers can recall lessons on teacher training courses in which they were reprimanded by their trainer for too much TTT (teacher talking time) and not enough STT (student talking time). It is a common criticism that teachers sometimes talk at the expense of their learners and deny them adequate time to practise what they have studied. In many cases the criticism is probably quite valid: long-winded instructions and grammar explanations can be counter-productive.

However, the pendulum has shifted in recent years and more has been written about the positive role of teacher talking time in student learning – or 'QTTT' (Quality teacher talking time) as a colleague of ours calls it. This is most acute at lower levels when learners struggle to understand the majority of spoken English they are exposed to outside the classroom. Here, the experience of the teacher has a vital role to play. They will know how to grade their language to the learners' current level, and they can use body language, gestures, and classroom aids to support what they are saying. They can also judge whether the students have understood, and if not, react accordingly, either by repeating what they have said or reformulating in simpler English. These are just some of the advantages the teacher has over the use of audio tapes in the classroom. And, of course, the students can interrupt the teacher if they haven't understood and ask for clarification. With an audio recording they can ask their teacher to repeat the cassette / CD, but they won't have the benefit of possibly hearing the message again in simpler English.

The teacher then is the main source of comprehensible input for learners, and as such it is worth considering the different kinds of teacher talk in the classroom, and how it can be used productively. (Unfortunately, there is unproductive teacher talk as well.)

Want to know more? Go to pre-intermediate **teacher's book, how to ...** help learners understand natural speech *p. 175*

social talk

The beginning of a lesson, when students are drifting into class, is a real opportunity for you to chat with your students. Apart from the obvious greetings, you can ask them about their day / weekend / week (depending on the time between each of your lessons), and let them ask you questions too. This is 'real' communication, and some of the most valuable speaking and listening practice learners can have. It also helps you to get to know your students and establish a good rapport with them. The end of the lesson is a further opportunity to enquire about their plans for the evening / weekend, and possibly talk about events in your local town.

Social talk of this kind doesn't have to be confined to the beginning or end of a lesson. A brief diversion often serves as a natural and useful break between other classroom activities, especially if they have been quite intensive and without much speaking or listening involved. You may be able to take advantage of the learning opportunities that arise in the 'chat'. Don't interrupt while students are talking, but make a mental note of lexical or structural problems and come back to them later.

However, as a general rule don't let the chat go on too long, otherwise students may feel you are wasting time.

teacher models

Before students engage in a pair or group activity, it is often useful and sometimes necessary to demonstrate the activity yourself. This not only helps them to see what is required in the activity, but also provides valuable listening practice for which they are likely to be very motivated, as they are going to do the same activity themselves afterwards. For example:

speaking it's your turn!

1 **Think!** Think about a teacher you had in the past.

What was your teacher's name?
What did he / she teach?
How old were you?
What was he / she like?
What do you remember about him / her?
When did you last see him / her?

2 Ask three people about their teacher. How many people liked their teacher?

from elementary **student's book,** unit seven *p.60*

If you prepare the task yourself, you could start by getting the students to ask you the questions about a teacher you remember from your past. The students will almost certainly be interested in your replies, and if that interest takes them beyond the rubric they were given so that they ask further follow-up questions, give special praise. This will be motivating and demonstrate to the whole class just how the activity can be fully exploited. The lesson notes in the first part of this teacher's book suggest a number of places where you can do this.

The same would be true for anecdotes: students are more likely to be interested in a true story told by someone they know, e.g. their teacher, than by a stranger talking to them through a cassette recorder or CD player. For this reason, we often suggest that you supplement audio recordings of anecdotes with one of your own. You could tell your own story before students listen to the recording (if it is not dissimilar, it will then make the recording easier to understand), or you might conclude the activity with your own anecdote.

listen and 'do'

A popular classroom listening activity is where learners are given instructions and have to carry them out (often called TPR: Total Physical Response). This could be a recording in which students have to carry out physical exercises. For example:

Stand up.
Take three steps forward.
Stop.
Put your hands on your head.
Lift your left leg.
etc.

The advantage of the teacher giving the instructions (rather than a recording) is that they can see how well the students are carrying out the instructions and adjust accordingly by making them easier or more difficult.

A drawing dictation is another example of this. Tell the students to take out a plain piece of paper, then start the dictation. For example:

Draw a river across the middle of the page – quite a big river.
Now draw a small boat somewhere on the river – anywhere you like.
To the north of the river, on the right-hand side of the page, there's a castle.
To the left of the castle, there's a small lake, just a little way from the river.
Around the lake there are two small houses.
To the south of the river, on the left-hand side, there are two or three hills.
etc.

While you are giving the instructions, move round the class and monitor the drawings. Then tell students to compare their drawings with a partner's and note down any differences between them, like this:

My lake is bigger than Alicia's. Our houses are on different sides of the lake, etc.

live listening

'Live listening' would include the purposeful teacher talk activities we have suggested in this section, in which learners can listen and stop you, ask questions, react, etc. But you can also invite English speakers into your classroom which can help to motivate your learners, provide another voice, and bring variety. In her excellent article in *English Teaching Professional*, Jacqueline McEwan (see **follow up**) describes how she has encouraged English-speaking, non-teaching friends and family members to assist her lessons in a variety of ways. For instance, knowing that her mother was coming to visit her while she was working in Spain, she asked her elementary class to prepare some questions for her mother, then interview her. Another group in Bolivia listened to a friend of hers talking about some differences between the US and the UK. A third group were very motivated to listen to an American friend talking about the street language teenagers use in the United States. Even in quite remote places, there may be English speakers who would be willing to visit your class; it is often a fascinating experience for the visitor too. Careful preparation is needed both with the lesson and the students, but it can be very rewarding for learners to be able to understand and interact with a new speaker of English.

conclusion

In this chapter we have looked at:

- the advantages and disadvantages of using the MT in the classroom
- the need for a clear classroom policy on use of the MT
- some practical guidelines for giving instructions in English
- a piece of classroom research a teacher carried out into teacher talk
- reasons why teacher talk is important, with purposeful examples

The use of teacher talk (including, in some cases, use of the mother tongue) is a very personal subject. The best advice we can give is to do what David did: record yourself talking to students in the classroom and then try to evaluate your performance honestly. This is probably one of the most valuable learning experiences you can have.

follow up

Harmer J 2001 *The Practice of English Language Teaching* (third edition) Longman

Wajnryb R 1992 *Classroom Observation Tasks* Cambridge University Press

Nunan D 1991 *Language Teaching Methodology* Prentice Hall International (Chapter 10 Focus on the Teacher: Classroom Management and Teacher-Student Interaction)

Deller S 2003 *The Language of the Learner* in English Teaching Professional (issue 26)

Winn-Smith B 2001 *Classroom Language* in English Teaching Professional (issue 18)

McEwan J *Be my Guest!* in English Teaching Professional (issue 26)

answer key

think![2] *p.162*

1. *Note down* is harder to understand than *write down*. A simpler instruction would be *Please write that in your books*, accompanied by a mime of handwriting if this is the first time you have given this instruction.
2. Ask a direct question: *What does 'forget' mean?* or better, ask *What's the opposite of 'forget'?* to make things easier.
3. Again, ask the concept check question directly: *Where do you see / find a wardrobe?* or ask a more focussed question, e.g. *Do you find a wardrobe in a kitchen or a bedroom?*
4. *Ahmed, ask Sami to go to the cinema with you tonight.*
5. *When you finish the dialogue, change* + gesture with your hands to indicate pairs swapping.
6. It isn't easy to make this instruction much simpler, therefore you have to accompany the instruction with a mime, or use a pair at the front of the class, and show how one student mustn't show their picture to the other.

think![3] *p.163*

The terminology you use will obviously depend on teaching context. Where there are particular grammar problem areas for learners (e.g. the definite article for learners whose MT doesn't have articles) you will probably focus on this area a great deal, and so the label would be a useful shortcut in correction. Most of the terminology in the **think!** box is used in **natural English** elementary at appropriate stages. However, we don't feel that it is worth teaching *collocation, modal verb*, or *subjunctive* at this stage; and *subject / object*, or *pronoun* might be more suitable for language groups who are familiar with this terminology in their MT. (For instance, in our experience, Italian learners are often familiar with grammar terminology because of their learning background.)

how to ... select, organize, and present vocabulary at lower levels

1 Selecting vocabulary
2 Organizing vocabulary
3 Presenting vocabulary

1 Selecting vocabulary

For many teachers, the vocabulary taught in the classroom will be largely determined by the coursebook they are using or other materials chosen by the institution where they are working. Even so, teachers will have to spend time on incidental vocabulary as it arises in classroom activities, and almost inevitably they will take vocabulary material into the classroom to supplement and extend the vocabulary selected by others. On some courses, especially shorter courses, teachers can often choose their own coursebook, or use their discretion about which parts of the coursebook they use. In other words, directly or indirectly, all teachers make some decisions about the vocabulary they teach and / or the amount of time and emphasis they wish to place on different lexis. And if they have the opportunity to influence the choice of coursebook in their particular school or college, they should have a view about the relevance and value of the vocabulary in the coursebooks available to them.

So, what are the principal criteria influencing lexical selection?

think![1]

Before you read the next section, look at this list of lexical items. Which ones might you teach to an elementary group of learners? Think about your reasons for teaching them, or not teaching them. Then read on.

passport
bloke
forty
eyebrow
leave
although
guess the meaning
character
bill
interest rate
stand up
key

usefulness

If students need to use a word or phrase, then it's useful. In the classroom we can make informed decisions about the vocabulary that's useful, starting with words and phrases that form part of everyday classroom interaction between teachers and students, and between students themselves, e.g. *pen*, *page (27)*, *look at the board*, *can I use / borrow ...*, *how do you spell that?* and so on. For this reason alone, *guess the meaning* and *stand up* from the list above would both be useful items to teach.

It is less easy to decide what vocabulary students will need outside the classroom, but most learners (and especially those at lower levels) will want to be able to engage in everyday conversation about their lives: their home, school / college / work, relationships, social life, interests, and so on. Therefore, a verb such as *go out* (e.g. *Do you want to go out this evening?*) is likely to be more useful for general English students than a very specific topic-related verb such as *excavate*. In our experience, most learners also want to be able to manage basic service encounters in shops, hotels, restaurants, and railway stations. This provides a solid reason to teach a word such as *bill* (or *check* in American English), as anyone who travels in an English-speaking country (or another country where English is commonly the lingua franca between people who speak a different L1) is likely to need the word in a hotel or restaurant.

This example raises another important issue: are students learning English principally to communicate with native speakers of English? (If so, is it to communicate with British people, Americans, Australians, South Africans, or whoever?) The truth is that in many cases, people want to use English as a Lingua Franca (ELF) with other non-native speakers of English. How does this impact on the English we teach? Some would say that these learners don't need the kind of informal language that appears most frequently only between two native speakers of English.

think![2]

Do you think the word *bloke* is a useful word for elementary students to learn? Is it only useful for learners studying in the UK? Or would learners in their own country also benefit from learning it? Why / Why not?

Think about these questions before you read on.

Although the word *bloke* is quite high frequency, it is one of those informal words which does not transfer easily into an elementary learner's interlanguage, as the rest of their English does not exhibit the same informality. In other words, it can stand out as sounding a bit strange. The meaning is also more than adequately covered by the equally common and more globally familiar word *guy*. Does this mean we shouldn't teach it? For learners studying in Britain, it is certainly a useful word to know receptively, if not productively, and it seems perfectly reasonable to us to teach the word to students if it comes up in class. Whether you would select the item for low-level learners in the majority of teaching contexts is more questionable.

In a general English class, your learners may not have any specific needs, or may not be able to identify any. However, with a fairly homogeneous group sharing the same specific needs, e.g. English for business, it is vital that you find out as much as possible about the situations in which they are going to use their English in order to determine the most useful language to teach. And for this type of group, a relatively low-frequency word such as *interest rate* may be extremely useful. It is unlikely, however, to be a high priority for students in a low-level general English class.

frequency

It is logical that frequency will be an important factor in selecting lexis, with high-frequency items being generally more important than low-frequency items. Since the development of computer corpora (large databases of spoken and written text), we now have much more accurate and detailed information about the relative frequency of words and the linguistic contexts in which they most typically occur. Some of that information is now widely available in dictionaries for learners of English, so teachers can make more informed decisions about lexical selection than was the case ten years ago. A good example of this from the **think!**[1] box is *key*. Instinct and common sense may tell us that the noun *key* is likely to be a high-frequency item (it is), but what about *key*, meaning *very important*, as an adjective? In fact, it is also a high-frequency item. This doesn't mean we have to teach the adjective to low-level learners – frequency is not the only determining factor – but with this new information we may be more inclined now to introduce this meaning of *key* at a fairly low level.

Unfortunately, dictionaries based on computer corpora don't tell us everything we would like to know about frequency. They tell us that *leave* (another word in our list above) is a very high-frequency word, and presumably a word we should teach, but what meanings of *leave* should we teach?

1 *The train leaves in five minutes.* (= depart)
2 *She wants to leave her husband.* (= separate from)
3 *He's decided to leave his job.* (= quit)
4 *You can leave your bag here.* (= put for a period of time)
5 *She left her homework on the bus.* (= forgot)

Dictionaries usually (but not always) list different meanings of a word in order of frequency, so we can generally assume that those listed at the beginning of an entry are the most common. On that basis, *leave* meaning *depart* is more frequent than *leave* with the meaning *forget*. But how much more frequent is one meaning over the other? Dictionaries don't tell us that. Neither do they give us information about the frequency of phrasal verbs or idioms. So, if frequency were our only criterion for selection, we wouldn't know whether to teach *take up* (start doing an activity) before *give up* (= stop doing an activity), or *that's a shame* before *that's a pity*. Going back to the earlier example, we think there is good reason to teach most if not all of the above meanings of *leave* at an early stage: several are very closely related (*leave one's partner* and *leave one's job* both involve permanent separation), and we suspect all of them are high frequency. We would certainly consider them all useful.

Reliable information about word frequency is extremely useful to syllabus designers and language teachers, but it is unwise to accept this information uncritically or follow it slavishly; there are other factors to consider.

teachability

It may seem like a poor excuse to decide against teaching a word on the grounds that it is too difficult to teach, but that is exactly what we may have to do some of the time with low-level learners. Words that we can draw (e.g. *circle*), point to (e.g. *door*), or demonstrate (e.g. *kick* or *sneeze*) are easier to teach than most items requiring a definition or explanation. Abstract words are especially difficult with low-level learners. In our earlier list, *character* falls into this category, as do verbs such as *pretend* and *behave*. Should we ignore them? Sometimes we may have to, but we cannot totally protect learners from 'difficult' vocabulary. On some occasions, we have to be prepared to spend time on a word, and also recognize that our first explanation may not be adequate; but with further exposure to the word in different contexts, learners will gradually form an understanding. Of course, the most obvious way round this problem is translation. There may be a straightforward one-to-one equivalent, but even if there isn't, an explanation using the mother tongue is likely to be more successful than one using L2. It is difficult to argue against using translations in situations like this, provided it isn't the only access that learners have to the meanings of new words.

learnability

Some lexical items will be similar in form and meaning to words in the learners' mother tongue. From our list, *passport* is one obvious example, and for many learners the same might be true of *hotel*, *telephone*, *taxi*, *restaurant*, and *tourist*, although there may be differences in pronunciation. It makes sense to introduce as many of these cognates as possible at low levels, as it is a quick and easy way to increase learners' vocabularies. In terms of motivation, it is also encouraging to discover that some things are the same in a foreign language.

expediency

We may decide to teach some words that, on their own, are low frequency, but form part of high-frequency sets of words. Thus, *Saturday* and *Sunday*, and *forty* and *fifty*, are relatively infrequent (i.e. not in the top 2,000 words) but they belong to frequently occurring sets (i.e. days of the week and numbers). Students are unlikely to need every number from 1–100, but we can safely forecast that they will need some of them, and so there is a case for teaching not just frequent words, but frequently-occurring sets of words. Similarly, if you are using a picture to teach ten or fifteen parts of the body, it is very easy to add another five simply because they are there and form part of the set, and students may want to know them anyway. This is how words such as *eyebrow* often get taught at an early stage when, in actual fact, they are probably not that useful.

Likewise, words that are unfamiliar to learners will often come up in the texts they are reading or listening to in the classroom, and we may have to deal with them, even if they don't fulfil the other criteria mentioned above, such as usefulness or frequency. However, while expediency is the reason for quite a lot of incidental vocabulary teaching, it should not be a major determining factor in the vocabulary we select for teaching purposes.

2 Organizing vocabulary

It is important to remember that the vocabulary we set out to teach our students is not necessarily the vocabulary they will learn. In fact, no two learners usually acquire the same vocabulary from a particular lesson. One learner may remember the word *zip*, having seen it in a text; another will forget it but remember *get upset* from a story told by the teacher; yet another will recall *catch a cold* from the lesson, but have no memory of either *zip* or *get upset*. The learners' take-up of new vocabulary may sometimes appear rather random and haphazard, but we still believe it makes sense for us to organize vocabulary for teaching purposes:

- presenting vocabulary in meaningful groups means you are covering vocabulary in a systematic way

- organized vocabulary teaching will help students to keep organized records of their learning, and this may assist later retrieval
- organized vocabulary teaching also means you know what you've taught, which in turn means you can revise and test that vocabulary

Vocabulary can be organized in many different ways, but in the classroom there are probably three major organizing principles (which may overlap):

- items related by topic or theme (e.g. health, weather, education)
- semantically related items (e.g. synonyms, opposites)
- linguistically related items (e.g. link words, phrasal verbs, noun suffixes, word families)

Let's look at these in more detail.

items related by topic or theme

In any language course, grouping items by topic is one of the most common organizing principles, mainly because units in coursebooks are often topic-led. Texts (both written and spoken), grammar, speaking, and writing activities can all be woven around a topic, and the lexis within that topic then becomes the main thrust of the vocabulary input for the unit. But topics can vary considerably in scale. For example, if you brainstorm the topic of *daily routines* (commonly taught in elementary coursebooks), you'll probably come up with ten or twenty key phrases (*get up / get dressed / have breakfast / go to work*, etc.). Compare that with the topic of food, and you'll find it quite difficult to limit the number of items; just look at the number of vegetables alone in the *Oxford Photo Dictionary*. This can present real problems when you're teaching. How do you decide which food vocabulary, clothes vocabulary, or relationships vocabulary to teach? You have to make judgements based on the criteria mentioned in the first part of the chapter (usefulness, frequency, teachability, etc.), and inevitably you will find that once you are in the class, your learners will ask you for some of the very items you eliminated!

Topic vocabulary is often needed to support the practice of grammar or functional input. For example, activity verbs are taught and then practised with *like* + *-ing*; weather vocabulary often accompanies *be going to*; drinks vocabulary is used to practise offering and accepting hospitality.

think![3]

Which grammatical structures or functional language might you teach alongside these vocabulary topic groupings at elementary level?

friends and family	*sports / games*	*countries / nationalities*
entertainment	*animals*	*physical appearance*

go to **answer key** *p.173*

semantically related items

Semantic groupings include items which are related to each other by meaning, and for teaching purposes the most important are probably synonyms, and antonyms (opposites). Synonyms are rarely, if ever, wholly synonymous. The similarity in meaning between two items usually has to be qualified in one or more of the following ways:

- difference in style, e.g. *purchase* is more formal than *buy*
- different collocates, e.g. you can describe people as *shy*, but animals as *timid*
- different coverage (breadth of meaning), e.g. *boring* is more general in meaning than *dreary*
- different grammar, e.g. *say* (intransitive) but *tell* (transitive)
- similar in one context but not another, e.g. you can talk about having a *wonderful* or *delicious* meal, and you can see a *wonderful* film, but you don't usually talk about seeing a *delicious* film.

Antonyms are also a useful way of organizing vocabulary, particularly when teaching adjectives, e.g. *light / dark, clean / dirty*. It is also a very common organizing principle when we want to introduce prefixes, e.g. *friendly / unfriendly, honest / dishonest*, etc. Reversing an action is a different kind of oppositeness, but one which we often exploit to teach a variety of verbs, e.g. planes *take off / land*; we can *put on / take off* a jacket; we *get on / get off* a bus, etc.

linguistically related items

A further grouping is one in which the focus is on lexical grammar. This may be at word level, in terms of word formation:

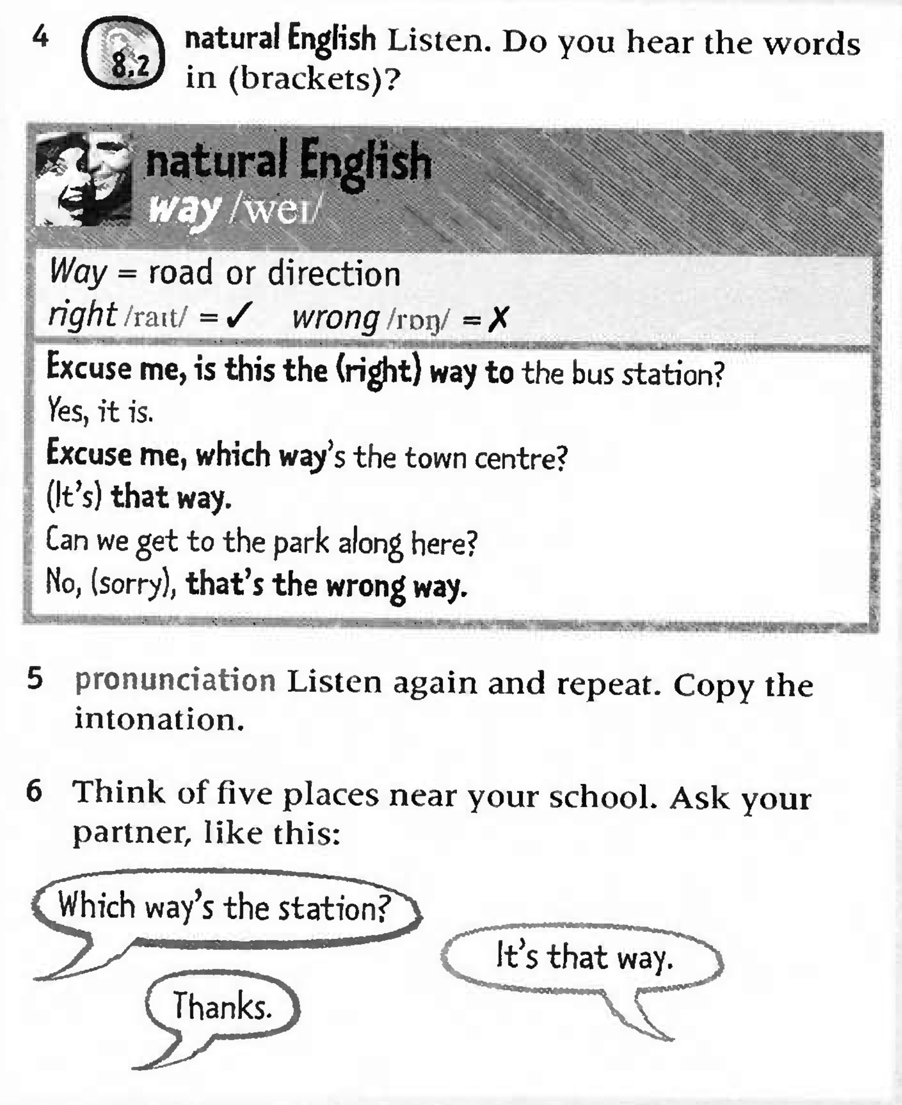
- prefixes, e.g. *un* + adj; *in* + adj
- suffixes, e.g. *-tion, -ness*
- compound nouns, e.g. *credit card, post office*

or the syntactic features of items:

- adjective + preposition, e.g. *interested in, tired of*
- verb patterns, e.g. *decide / want + to do, enjoy + -ing*
- link words, e.g. *so, because*
- phrasal verbs, e.g. *put sth on, wake up*
- uncountable nouns, e.g. *homework, information*

It is undoubtedly useful to focus on specific problem areas such as these, but the disadvantage is that it can be very difficult to provide natural and communicative practice of items within these categories: they have simply been selected because they share a linguistic feature. A further difficulty with such groupings can be one of level. For instance, in order to create a substantial set of items to focus on separable / inseparable phrasal verbs for low-level learners, it is not easy to find items which are useful productively and which will also lead to communicative practice. In this case, it is better to deal with useful phrasal verbs (e.g. *grow up, stay in, turn on / off*) as they arise, and leave the linguistic focus until students are more able to deal with it.

Inevitably, there are many important lexical items that do not form part of a convenient set for teaching purposes. We have tried to overcome this problem by introducing **natural English** boxes which enable us to focus on one or two items at any one time. Have a look at the box on the following page.



4 8.2 **natural English** Listen. Do you hear the words in (brackets)?

natural English
way /weɪ/

Way = road or direction
right /raɪt/ = ✓ *wrong* /rɒŋ/ = ✗

Excuse me, is this the (right) way to the bus station?
Yes, it is.
Excuse me, which way's the town centre?
(It's) **that way.**
Can we get to the park along here?
No, (sorry), **that's the wrong way.**

5 **pronunciation** Listen again and repeat. Copy the intonation.

6 Think of five places near your school. Ask your partner, like this:

Which way's the station?
It's that way.
Thanks.

from elementary **student's book**, unit eight *p.64*

A further issue is that vocabulary is often organized within a single word class, e.g. all nouns, all adjectives, or all phrasal verbs. There is a logic to this, but the downside is that it can be restricting, particularly in terms of providing communicative practice. For instance, if you only teach items of clothing (i.e. all nouns), it is a challenge to think of ways to practise this, beyond identifying what people in the class are wearing, or what they wore yesterday. If you widen the range of items you teach and include verbs and / or adjectives / phrases (with a corresponding reduction in the number of nouns), you have more scope for practice: shopping dialogues, discussing what to buy, questionnaires on clothes shopping and spending habits, talking about how clothes *suit / don't suit / fit / don't fit*, etc.

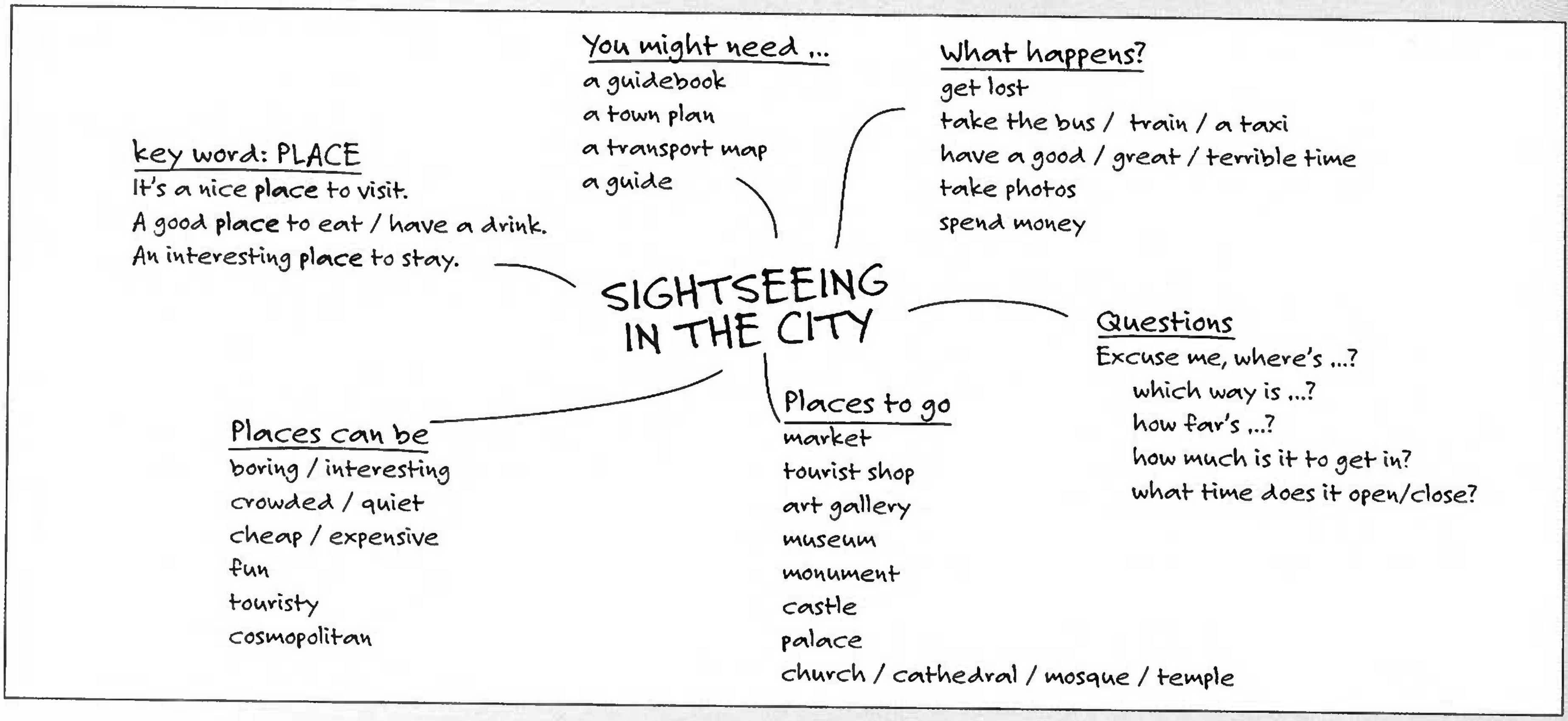
Once you consider putting vocabulary to communicative use, you start to realize that aside from needing single words items, you also need the words they collocate with, as well as phrases. Word spray diagrams can often give you this more rounded and balanced set of items within a topic, and they can be particularly useful for revision purposes. Below is an example focussing on sightseeing.

These diagrams can be fun to use, and they provide a very useful vocabulary record for learners. In the classroom, you could give them a skeleton copy of the diagram with some vocabulary items missing for students to complete, or provide a list of vocabulary items for students to put in the correct categories. They can work in pairs to share their knowledge and use bilingual dictionaries to help them. Alternatively, you could put category headings on the board and then build up the diagram by eliciting relevant vocabulary and teaching some new items as you proceed.

try it out word spray diagrams

Devise your own word spray diagram called *In a café* to include a range of suitable vocabulary for elementary level, and try to incorporate single words and phrases. You could include vocabulary from units one and five of **natural English** elementary.

When you've finished, compare your diagram with the one in the **answer key** on *p.173*.



SIGHTSEEING IN THE CITY

key word: PLACE
It's a nice **place** to visit.
A good **place** to eat / have a drink.
An interesting **place** to stay.

You might need ...
a guidebook
a town plan
a transport map
a guide

What happens?
get lost
take the bus / train / a taxi
have a good / great / terrible time
take photos
spend money

Questions
Excuse me, where's ...?
which way is ...?
how far's ...?
how much is it to get in?
what time does it open/close?

Places can be
boring / interesting
crowded / quiet
cheap / expensive
fun
touristy
cosmopolitan

Places to go
market
tourist shop
art gallery
museum
monument
castle
palace
church / cathedral / mosque / temple

vocabulary sets in texts

Within authentic texts, you will find topic-related vocabulary running all the way through the text, but you rarely find a convenient lexical set at the right level for teaching purposes. More commonly, there will be a number of smaller sub-sets. The items may not be in the same word class, they aren't always obvious, and they may not be of the same order of frequency. For example, you might find *no-carb diets, brown rice fuels the central nervous system, lose weight,* and *an exercise plan* in the same authentic text. Some of these items are accessible to low-level learners and very useful, but others are lower frequency and less of a teaching priority.

think![4]
Read the text below. Find two lexical sets, and list the items included in each one.

How far do we walk in a day?

We asked people to measure the distance they covered every day. The results were surprising.

THE TEACHER
Total mileage = 6.7 miles (14,541 steps).
Elli Sioufi, 34, is a language teacher at Dulwich College. She is single and lives in Camberwell.

'I was up at 7 a.m. and, because I live in a studio flat, I didn't walk around much before leaving for work by car. The college is a large campus. It takes a brisk, five-minute walk to get from one end to the other, and most of the buildings are multi-storeyed with only staircases for access. By morning break time, I was surprised to see that I had already walked 1.3 miles, simply by moving from lesson to lesson and making a few trips to the photocopier. Having to cover for a colleague meant that I had to cross the school three times – the round trip each time was 0.6 miles. By the end of the afternoon (I had been coaching cricket and walking to and from the classrooms) the total was 6.2 miles. I drove to do some private tuition and then went home. Pottering around, I managed to do another 0.5 in my flat. In some ways I wasn't surprised at the total distance, because I feel that I'm walking a lot at work – but I wouldn't have guessed at more than, say, three miles.'

go to **answer key** *p.173*

When you are working from texts, you have to deal with lexis in this way: taking in items from different, although often related, topic areas. However, in discrete vocabulary teaching slots, it is sensible to balance your approach and sometimes focus on larger lexical sets, especially those which are likely to be of most relevance to your learners. Otherwise, vocabulary teaching may become too fragmentary, and learners may not have a very clear grasp of what they are learning.

3 Presenting vocabulary

visual techniques

As low-level learners are operating with limited language resources, it is a huge advantage if you can convey the meaning of a word or phrase visually. This involves one of the following techniques:

- drawing a picture or a diagram
- showing a picture / photo of the item
- using realia, i.e. showing the object itself
- illustrating the item through mime and gesture

think![5]
Look at these lexical items. Which technique(s) above would you use to teach each one?

socks
soap
rise
smile
key
peanuts
orange
bridge
whisper
hardly ever
leather
foggy

Dictionaries often contain very useful visuals. Not only do they have pictures of groups of items, e.g. *buildings, fruit and vegetables, kitchen equipment,* etc., but they sometimes include theme pictures which have been drawn to serve a number of purposes. So, a street scene might allow you to focus on types of vehicle, different shops, features of roads, verbs of movement, even prepositions.

Unfortunately, visual aids can only teach a restricted number of items, and if we rely on them too much (because it's easy), our learners may get a distorted lexicon. To return to an earlier example, a picture is a quick and easy way to teach parts of the body, but if we end up teaching *toenail, thigh, elbow,* and *forehead,* we may not be providing low-level learners with the most useful and important vocabulary. If students really want to know these words, ask them to find out for homework.

verbal techniques

For many important high-frequency items, you can only show the meaning through other words. The most important of these are:

- definitions / explanations
- synonyms and opposites
- contextualized sentence examples
- example situations (guiding the learner to the meaning)

Definitions / explanations work very well for some items, but a difficulty arises when you end up explaining an item using words of comparable difficulty, e.g. using *become aware of* to explain the verb *realize*. Learners are unlikely to know either, and this can be a drawback when low-level learners try to use a monolingual dictionary.

think![6]

Some of these words are relatively easy to define, others are more difficult. Which are the relatively easy ones? Why are the others difficult to explain to elementary or pre-intermediate learners?

sofa
chef
unemployed
reliable
equipment
valuable
hungry
excellent
grow up

go to **answer key** *p.173*

We have already talked about synonyms and opposites which can be used to graft on new vocabulary to existing knowledge. For example, two items that are usually acquired very early are *happy* and *beautiful*; to these we can easily add *sad*, *unhappy*, and *ugly*, or even *delighted* (= *very happy*) and *gorgeous* (= *very beautiful*). In this case we are exploiting both the use of opposites and 'partial' synonymy.

With some items of vocabulary, two or three contextualized sentence examples are the best way to introduce the meaning. Link words such as *so* and *although* are often presented in this way. Here are some examples for one meaning of *still*:

> *I bought my car in 2001, and I still have it.*
>
> *My grandfather is seventy, but he still plays tennis.*
>
> *I'm at university, but my brother is still at school.*

Learners not only have different examples to reinforce the meaning, but the sentences also illustrate the syntactic features of an item; here, it is the position of *still* in the sentence.

Using a situation to illustrate the meaning of a word can be time-consuming, but is sometimes necessary. It can provide the students with a clear, realistic, and memorable context for new vocabulary, and can have additional benefits. Here is an example. Can you guess the word being taught at the end?

The teacher tells the class a story ... *I went to Greece last year. I had to go by plane and I absolutely hate flying. So, when the plane was in the air, I was really ... how did I feel?* (elicits 'frightened' from the students). *Yeah, I was frightened. Then the plane started to land* (motioning movement to indicate landing). *The landing is the worst bit. I was terrified – very frightened. But, finally the wheels hit the ground – we landed – and the plane slowed down and stopped* (accompanies the narrative with 'phew' and drops the shoulders). *I was so* ____________.

The teacher then provides the target word, and checks that the students understand it (e.g. asks for a translation or another situation where people feel *relieved*). Then the students practise it and the teacher writes it on the board, and so on. Apart from using the situation to teach the target item, the teacher has provided some useful listening practice, and in the course of the narrative, used another word which may be new, i.e. *terrified*. After highlighting the target word (*relieved*), the teacher could ask students if they remember the word she used to say she was 'very frightened', and focus on that. In other words, the situation can be exploited to teach several new words. Later, she could repeat the scenario, incorporating the two new items for consolidation / revision, only this time elaborating on the journey to introduce other new items: she was so terrified, *petrified* in fact, that her hands were *shaking* (add mime to illustrate) and when the plane changed direction suddenly, she *screamed* (illustrate by screaming – students always love this).

When we use situations like this for teaching purposes, we are tapping into our learners' knowledge of the world, using either a situation they are all familiar with, or at least one they will be able to identify with (you don't need experience of flying to be well aware of the common fear of flying). This will help to guide students to the meaning of the item(s), and also make the presentation more meaningful if they can see how the lexis fits into their own lives.

Here is an example that utilizes our learners' familiarity with common everyday habits:

1 With a partner, put the phrases in a logical order (more than one is possible). Complete column one.

	order?	**HOLLY when? e.g. 7.30**
have lunch		
watch TV		
get up	*1*	
read the paper		
have dinner		
leave home		
go to bed		
get to school/university/work		
have breakfast		
get home		

from elementary **student's book**, unit four *p.31*

Some situations involve predictable stimuli-response patterns (often referred to as 'adjacency pairs'). For example:

A *How are you?*
B *Fine, thanks.*

A *Can I borrow this?*
B *Yes, of course.*

Whatever technique you use, it is important to provide further sentence examples, and better still if your learners can add one or two examples of their own.

conclusion

In this chapter we have looked at:

- the main criteria for selecting vocabulary at lower levels
- some of the principle ways of organizing vocabulary for teaching purposes
- different visual and verbal techniques for presenting vocabulary

In the language classroom, vocabulary is everywhere, and there is a danger not just of overloading our learners, but of spending too long on vocabulary that is not very useful. For this reason, we need to exercise care and judgement in selecting the vocabulary that will be most useful for our learners, organize it in a way that will assist the learning process, and present it in ways which are most suited to the items we are teaching.

follow up

Thornbury S 2002 *How to Teach Vocabulary* Longman

McCarthy M 1990 *Vocabulary* Oxford University Press

Gairns R and Redman S 1986 *Working With Words* Cambridge University Press

answer key

think!³ *p.169*

possible answers:

friends / family: *have got*

sports / games: *like + ing / have you ever…?*

countries / nationalities: *be / come from / be from*

entertainment: inviting and responding *would you like to …? / Yes, I'd love to.*

animals: comparatives and superlatives

physical appearance: *have got / be; what's he / she like?*

think!⁴ *p.171*

There are possibly four to choose from:

getting around: I didn't walk around much; leaving for work by car; a brisk five-minute walk, I had walked; moving from lesson to lesson; making a few trips to …; cross the school; round trip; walk to and from …; drove to …; went home; pottering around; managed to do another 0.5; I'm walking a lot.

the school building(s): college, campus, buldings, multi-storeyed, staircases for access, school, classrooms

work related vocabulary (would also include the school building vocabulary): morning break time, lesson, cover for a colleague, coaching cricket, do some private tuition

time-related vocabulary: 7.00 a.m., a five-minute walk, by morning break time, by the end of the afternoon

think!⁵ *p.171*

draw a picture: *key, bridge, smile* (*oranges* are not easy to distinguish from other fruits unless you can show the pitted texture)

draw a diagram: *rise* (e.g. a sales graph), *hardly ever* (a cline showing other frequency adverbs)

picture / photo: *socks, orange, soap, peanuts, bridge, leather, foggy*

realia: *socks, key, leather* (e.g your shoes / bag), *soap, orange*

mime / gesture: *smile, whisper, rise*

think!⁶ *p.172*

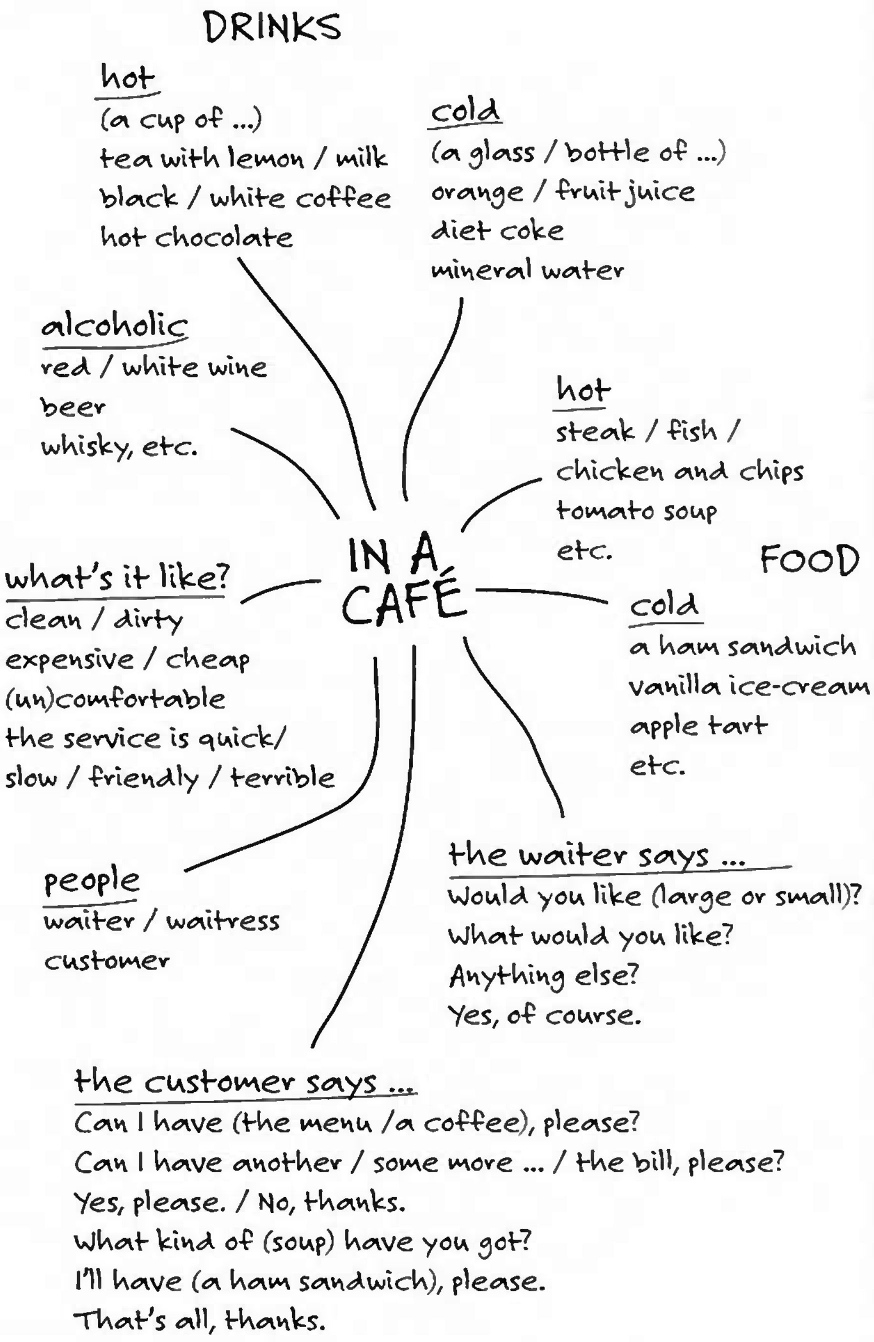
We think these items are quite easy to explain:

- *sofa* (large comfortable chair for two or more people)
- *chef* (a *chef* is the person who cooks in a restaurant)
- *unemployed* (if you are *unemployed*, you haven't got a job)
- *hungry* (if you are *hungry*, you want to eat)
- *excellent* (very, very good)
- *grow up* (when people *grow up* they get older and bigger)

We think the other three are more difficult:

- *reliable* (usually involves providing one or two different contexts and examples; these need to be carefully chosen in case it is confused with *punctual*)
- *equipment* (it needs at least two examples to show the meaning, and sometimes the examples of equipment may not be known either)
- *valuable* (easily confused with *expensive*, and difficult to explain without using the word *worth* which students may not know)

try it out p170



DRINKS

hot
(a cup of …)
tea with lemon / milk
black / white coffee
hot chocolate

cold
(a glass / bottle of …)
orange / fruit juice
diet coke
mineral water

alcoholic
red / white wine
beer
whisky, etc.

IN A CAFÉ

FOOD

hot
steak / fish / chicken and chips
tomato soup
etc.

cold
a ham sandwich
vanilla ice-cream
apple tart
etc.

what's it like?
clean / dirty
expensive / cheap
(un)comfortable
the service is quick/ slow / friendly / terrible

people
waiter / waitress
customer

the waiter says …
Would you like (large or small)?
What would you like?
Anything else?
Yes, of course.

the customer says …
Can I have (the menu /a coffee), please?
Can I have another / some more … / the bill, please?
Yes, please. / No, thanks.
What kind of (soup) have you got?
I'll have (a ham sandwich), please.
That's all, thanks.

how to ... help low-level learners with pronunciation

1 Pronunciation and intelligibility
2 Approaches to teaching pronunciation
3 Teaching phonemic symbols
4 Classroom teaching ideas

1 Pronunciation and intelligibility

think![1]
In the classroom, do you aim for quite a high standard of pronunciation with (most of) your learners, or do you feel you are quite relaxed and tolerant of fairly poor pronunciation? Can you explain the attitude you have? If you are a non-native teacher, how confident do you feel helping your students with pronunciation?

Think about these questions before you read on.

A few learners may want, and indeed strive for near perfect pronunciation when they speak English, i.e. to be indistinguishable from native speakers. For these learners we should do as much as possible to help them realize that goal. The majority of learners though, would probably settle for something less demanding. They want listeners to be able to recognize and understand what they say, but have no great desire to try and pass themselves off as native speakers. And why should they? People who want to speak British, American, or Australian English don't necessarily want to sound British, American, or Australian. Their mother tongue accent is an integral part of their identity, and they may wish to keep it just as much as people from different parts of any country want to retain their own regional accents. Other learners, fully aware of their language learning limitations, may also recognize that it is simply not within their grasp to sound like a native speaker, even if they wanted to.

Intelligibility is increasingly seen as a valid and reasonable aim in pronunciation teaching. But intelligible to whom? Some might say that L2 learners should be intelligible to native speakers. However, we cannot assume that interaction between people speaking English to each other involves a native speaker. On the contrary, according to Jennifer Jenkins, for the first time in the history of the English Language, second language speakers outnumber those for whom it is the mother tongue (see **follow up**). Therefore, if your students' aim is to be intelligible to other non-native speakers, this will (or at least may) affect how you approach the teaching of pronunciation. For example, the pronunciation of the letters 'th' is difficult for many learners, e.g. pronouncing 'th' as /z/ when it should be /ð/, or /s/ when it should be /θ/, but you might be prepared to compromise on accuracy if it doesn't interfere with the speaker's intelligibility.

Where you draw the line, however, is not easy. A person's intelligibility is only as good as their listener. Some people may understand a person speaking English when others cannot:

- many experienced teachers of English are so used to different foreign accents that they can sometimes understand English that would mystify many other native speakers
- some people are also more accommodating and make greater allowances
- some learners whose languages are similar, e.g. Spanish, Italian, and Portuguese, understand each other speaking English more easily than they would understand Japanese learners speaking English
- even the majority may gradually adjust to an L2 speaker's accent, however strong, over a period of time

Another issue here is that people (both native and non-native speakers) make judgements about the way others speak, so even if we understand what someone says, we can still react quite negatively if we feel they speak the language poorly. This may be a foolish response, but it's not difficult to understand. And there seems to be a particular prejudice when poor pronunciation is involved. There is perhaps a distinction between 'intelligibility' and what Joanne Kenworthy calls 'comfortable intelligibility' (see **follow up**), i.e. an accent that is both intelligible and that has no intrusive, distracting, or even irritating features. We suspect that many learners would like to achieve this.

Ultimately teachers have to use their own judgement in the classroom. We probably need to find out first what our learners' goals and expectations are, and then try to ensure that the time and effort we spend on pronunciation corresponds with what our learners also want and expect. This is not easy, no matter how experienced the teacher. On the one hand, teachers may see a need for improvement which the learners don't share. On the other hand, some teachers, especially non-native teachers, lack confidence about their own pronunciation to feel justified in correcting others. Our own feeling is that non-native teachers still have the means and the knowledge to help learners with pronunciation, and there are plenty of published materials to support them. The position we have adopted in **natural English** is to highlight and practise most of the sounds, plus features of word stress, sentence stress, and intonation, so that:

- learners are aware of them
- they at least have an opportunity to practise them and get them right
- they can see the part that features of pronunciation play in the listening skill and their understanding of spoken English

Equally, we would adopt a pragmatic and, we hope, tolerant attitude towards the learners' performance in classroom activities.

2 Approaches to teaching pronunciation

We can approach the teaching of pronunciation in different ways:

- discrete pronunciation slots in the lesson ranging from ten minutes to half an hour
- a shorter focus on pronunciation as an integrated part of the lesson, e.g. practising the contracted form *I'll* when teaching a meaning of *will*
- on an ad hoc basis when the opportunity arises for some useful teaching / correction

We should incorporate all three of these approaches into our teaching.

discrete pronunciation slots

We would advocate teaching learners the most important sounds through phonemic symbols (see section 3). Our preference would be to introduce them in short teaching segments (e.g. ten minutes) in the first few weeks of a course, and recycle them on a regular basis in future lessons. Similarly, we think that teachers need to devote some concentrated time early in a course to features of stress. Students shouldn't be over-burdened with terminology, but there is a strong case for teaching 'syllable' and 'main stress', with appropriate symbols to indicate stressed and unstressed syllables, e.g. boxes or circles. Again, you can then use these stress boxes / circles in future lessons on all new items of vocabulary with two syllables or more. We prefer boxes or circles because they are easy for learners to see, but most dictionaries mark word stress in a different way and learners need to be aware of this. The most common practice is the use of a superscript mark for primary stress, with a similar symbol below the line for secondary stress.

education 🔑 /ˌedʒuˈkeɪʃn/ ***noun*** (*no plural*)

understand 🔑 /ˌʌndəˈstænd/ ***verb***
(understands, understanding, understood /ˌʌndəˈstʊd/, has understood)

Learners need to know these things in order to make the best use of their dictionaries. In the classroom (particularly with low levels) we feel it is sufficient just to mark the primary stress on new words.

You might want to use discrete slots to focus on rules of word stress. Unfortunately there aren't very many of these, although learners may find it helpful to be aware of the following tendencies in English:

- the tendency, in two-syllable words, for the main stress to fall on the first syllable
- the tendency to stress the first word in compound nouns, e.g. *credit card, tin opener*
- the tendency not to stress prefixes and suffixes in English, e.g. *unhappy, happiness* (stressing the prefix is a common problem for German speakers of English)

think![2]

Whenever you are providing a common pattern and not a rule, you need to have a good range of examples to illustrate the pattern, but also one or two exceptions so that learners do not go away thinking it is a rule.

How quickly can you think of exceptions to the three patterns above?

go to **answer key** *p.180*

With monolingual groups, discrete slots will be useful and in some cases necessary to deal with specific MT problems.

think![3]

If you teach monolingual groups, do your students share any specific pronunciation problems which need to be highlighted and analyzed in discrete pronunciation slots? For example, some learners sound bored or uninterested because of insufficient voice range and flat intonation. Japanese learners also find it difficult to hear the difference between /r/ and /l/, and have difficulty producing these sounds.

In our experience, students expect to devote time to pronunciation, and usually enjoy it. Pronunciation activities can be used to warm up or wind down a lesson, and they are a good way to unite mixed ability classes. During the lesson, they can be slotted in between other activities to provide variety and a change of pace. This is especially valuable if you teach in the evenings and your lessons are an hour and a half or two hours (or more).

integrated pronunciation

Despite the value of discrete slots to highlight important features of pronunciation, we have to remember that pronunciation plays a crucial part in everything we say and listen to. Therefore, we need to maintain it throughout our teaching: highlighting pronunciation during input sessions of new grammar and vocabulary; focussing on it during controlled practice of grammar and vocabulary; integrating pronunciation awareness as a key part of developing the listening skill, (e.g. contractions, elision, and catenation in connected speech).

Want to know more? Go to pre-intermediate **teacher's book, how to ...** help learners understand natural speech *p.174*

ad hoc pronunciation

You may not want to interrupt the flow of an activity too much to focus on pronunciation, but tackling a problem when it arises is an opportunity that may be too good to miss. Being constantly aware of these opportunities is also important for our teaching. We know from personal experience that when you are trying to cope with all the demands of classroom teaching, it is very easy to focus on pronunciation in short bursts, then forget about it for the greater part of the lesson. We need to try and keep it at the forefront of our minds, not least because on-the-spot teaching and correction can be very memorable and successful for learners. One way of reminding yourself is to make sure that you have a 'pronunciation' heading in your notebook when you are monitoring learners during speaking activities. If, at the end of these activities, you notice that your pronunciation section is often bare, it may indicate that pronunciation easily drops down your list of priorities (unless your students' pronunciation is flawless or there are reasons why pronunciation is not a priority with this class).

3 Teaching phonemic symbols

Why teach them

In order to use phonemic symbols in the classroom, teachers have to know them and feel comfortable using them. This is the first hurdle to overcome, and teachers who weren't taught to use phonemic symbols during their training sometimes find it difficult to summon up the necessary willpower when they are qualified practitioners. Some teachers may be familiar with phonemic symbols but still prefer not to use them in class on the grounds that students already have enough to worry about without the additional burden of learning a new script. There is also a feeling that learning phonemic symbols is a rather academic pursuit that some students will find intimidating.

In view of these reservations, teachers should consider factors such as the age of their students, their learning background, their needs, and the length of the course, before spending classroom time on teaching the symbols. However, in the long term and with most groups, we feel the time spent is worthwhile for a number of reasons.

- Unlike many languages, sound-spelling relationships in English are far from straightforward and learners cannot be fully confident about the pronunciation of a word just from seeing it written down. Using phonemic symbols, you can represent the sound of a word unambiguously in written form, given a little practice.
- A knowledge of phonemic symbols means that learners can discover the pronunciation of a word from a dictionary without even hearing it. Moreover, they can do this for themselves without anyone else's help; they are independent learners.
- Learners can make good use of this knowledge in their own record keeping. We wouldn't expect them necessarily to write whole words in phonemic symbols, but they could use symbols to remind them of a difficult sound in a word. For example, a typical error with *building* is to pronounce it phonetically, i.e. ~~/bwildin/~~. If a student writes /bɪl/ above the word in their notebook, it will be a useful reminder of the pronunciation problem with that particular item. Some learners use symbols from their L1 alphabet as a memory aid. This can be useful, but it won't enable them to make use of phonemic transcriptions in dictionaries.
- From the teacher's point of view, it can be helpful with the correction of sound errors, especially for learners who can't hear the difference between two similar sounds from an oral modal (e.g. *this* /ðɪs/ and *thin* /θɪn/). Seeing the two sounds represented by different symbols can at least help the learner to locate the precise nature of the problem.
- Phonemic script is useful not just at word level, but also for showing pronunciation of connected speech: weak forms in phrases, elision, catenation, and so on.

  What are you doing? /wɒtʃjə/ *How do you say it?* /dʒə/
  I can do it later. /kən/ *I can't believe it.* /kɑːn/
- Finally, we believe that most students are aware that pronunciation is a significant hurdle when trying to master another language. They are usually prepared to accept that it requires considerable practice, and some students may already be familiar with many of the symbols, having learnt them at school or used dictionaries frequently.

think![4]

Which sounds in these words do you think would cause problems for your elementary students? Write the sound(s) in phonemic script above the word.

/'kemɪst/
example /k/ chemist

piece	steak	Russia	radio	village	statue
place	factory	cousin	joke	April	foreign

go to **answer key** *p.180*

how to teach with them

If you aren't familiar with phonemic symbols yourself, an easy way to learn them is actually to teach them (a few sounds at a time) to your classes. If you are unsure about the transcription of a sound, you can check it in a learner's dictionary. We think you will be surprised how quickly phonemic script becomes an indispensable part of your professional toolkit.

Here are a few guidelines for teaching phonemic symbols to learners:

- Avoid overloading them with too many symbols at once: it is tiring and potentially confusing to learn more than a handful of new symbols in a single session. Concentrate on two or three sounds at a time, give plenty of receptive practice before expecting students to produce the target sounds, and then revise them in subsequent lessons.
- Aim to teach 'little and often'. It can work very well as a warm-up or in the last ten minutes of a lesson, particularly when students have been concentrating on reading or studying 'heads down', doing a test, etc.
- Students don't need to learn all the phonemic symbols actively – especially if the sounds are similar to those in their mother tongue. There's little point in setting out to teach sounds 'for the sake of it', so decide what the priorities are for your learners, and concentrate on those. The symbols that may require more attention are usually the vowels because there are more of them in English than in most languages, and they don't all look the way the sounds are spelt, unlike most of the consonants.
- Keep the focus and the activities simple and straightforward, and try to avoid teaching new vocabulary at the same time as new phonemic symbols, otherwise students will be pre-occupied with the meaning of words and forget about practising the sounds.
- Think carefully before you introduce it to learners who have literacy problems or dyslexia, or who are not familiar with Roman script at all. You could easily confuse them by dealing with two writing systems at once, and we would not recommend this.

If you are not familiar with the sound problems of the learners you teach, listen carefully to them in class, and record them speaking so that you can listen in your own time to identify their problems. You will find a number of books that provide a guide for specific L1 transfer problems: see Hancock (2003), Kenworthy (1987), and Kelly (2000) in **follow up**.

Want to know more? Go to intermediate **teacher's book, how to ...** teach phonemic script *p.168*

4 Classroom teaching ideas

sounds

general techniques

You can demonstrate sounds in the following ways:

- Show students what is happening to the shape of your lips and the openness of your jaw when making vowel sounds and diphthongs, and add a simple explanation to say what is happening. Demonstrate smiling (lips stretched for /iː/), expressing surprise (lip rounding for /uː/), and disgust (/ɜː/).
- Use diagrams of the mouth to show the positions of the organs of speech (see Hancock 2003)
- Students can use mirrors to see if their mouth shape is the same as yours when forming a sound; and a sheet of paper or a lighted match held in front of the mouth will move when unvoiced plosives /p/, /t/, /tʃ/ are produced, but not for the voiced equivalents /b/, /d/, and /dʒ/.
- Get students to repeat the problem sound in a chain, for example /tʃuː/ 'choo-choo-choo-choo', and /dʒʊ/ 'ju-ju-ju-ju'.
- Try breaking sounds down, e.g. /əʊ/. Tell students to make /ə/ first, then /ʊ/. Say both sounds apart and gradually bring them together to make /əʊ/.

Want to know more? Go to **Sounds Foundation** by Adrian Underhill *p.122*

- If students find it hard to distinguish voiced and unvoiced pairs, e.g. /p/ and /b/, tell them to put their fingers on their voice box to try to make the vocal chords vibrate for /b/.

activity types

tick the word you hear

This is a useful starting point if learners are unable to hear the difference between two similar sounds. They listen to words containing minimal pairs (words which differ in one phoneme, e.g. *sing / sink*), and tick the one they hear. For example:

live / leave *sit / seat* *fit / feet* *hit / heat* *ship / sheep*

This type of exercise can be more meaningful if the sounds are embedded in a context where a failure to hear the correct one could lead to a breakdown in communication:

He doesn't want to *live / leave* here.
Can you *fill / feel* it?
Is that a *ship / sheep*?
etc.

sorting

Once students know a few phonemic symbols, you can revise known vocabulary and practise the sounds. In the activity at the bottom of the page, students focus on three sounds which are quite similar. The sounds are isolated and then heard and practised in phrases. Students then have to match the vocabulary items in the box with the correct meaning. For example, *fish*, *chips*, and *sausages* are all food you cook, but learners must also sort them by sound. To do this, they have to say the items and agree on the answers with their partner. Sorting is a very common procedure for checking pronunciation of sounds, and can be done using visuals or word cards.

odd one out

In this activity, students have to identify one underlined or specified sound which is different from others in a group. This can be a useful way of tackling sound / spelling problems.

Circle the words that don't include the sound /ʌ/.

example
London Rome Dublin

1 Thursday Sunday Monday
2 brother aunt uncle
3 son cousin daughter
4 above out under
5 cut shut put
6 onion mushroom carrot

from pre-intermediate **listening booklet 11.8** *p.37*

pronunciation sounds /ʃ/, /tʃ/, and /dʒ/

1 8.8 **Listen and repeat the sounds and phrases.**

/ʃ/ a Polish dictionary
/tʃ/ a French picture
/dʒ/ the German language

2 **Work with a partner. Say the words in the box, and put them in the correct columns.**

dangerous
China
chips
chef
teacher
church
journalist
sure
orange
station
cheap
chocolate
bridge
Russia
Belgium
sausages
fish
sugar

	/ʃ/	/tʃ/	/dʒ/
nationalities	*Polish*	*French*	*German*
food you cook			
sweet things you eat			
things in a town			
countries			
jobs			
adjectives			

3 8.9 **Listen and check.**

from elementary **student's book**, unit eight *p.69*

same or different?

In a variation on 'odd one out', students work in pairs to decide if the underlined sounds in the phrase are the same or different. (Answers are given in brackets.)

Are the underlined sounds the same or different?

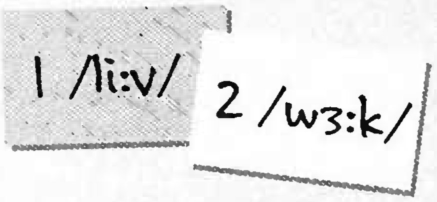
example Thursday the third – the same
February the eighth – different

1 Wednesday the second (s)
2 Monday the fourth (d)
3 Friday the ninth (s)
4 Saturday the eighth (d)
5 Friday the fifth (d)
6 April the eighth (s)
7 October the fourth (d)
8 July the ninth (s)
9 August the fourth(s)
10 November the eleventh (s)

running dictation

Make a list of minimal pairs which your learners find difficult to distinguish. Here are some examples for different nationalities:

live / leave
soap / soup
fry / fly
work / walk
three / tree
pack / back
want / won't
air / hair
wash / watch
hat / heart
would / good
they / they're



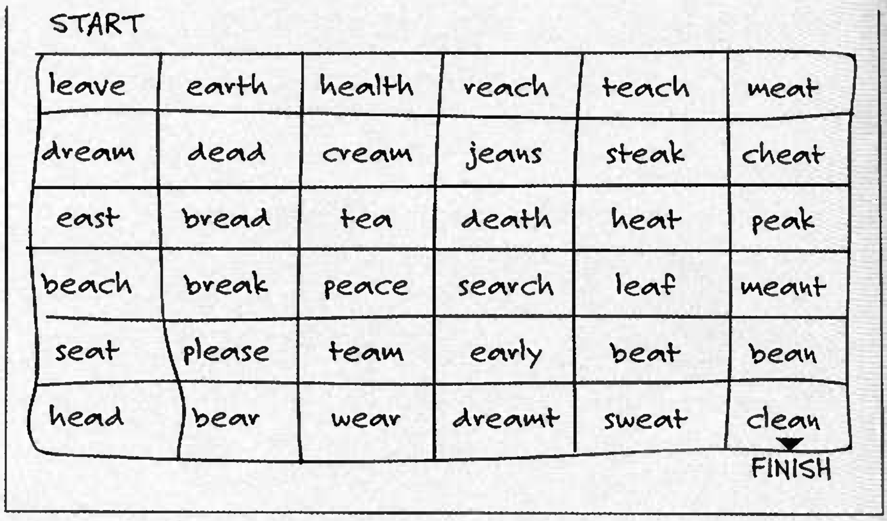
Write one of the words in each pair in phonemic script on a small piece of paper.

Write in normal sized handwriting; you don't want students to be able to read the 'words' from where they are sitting. Stick the pieces of paper on the walls around the room. Pair students up, and tell them to write numbers 1–12 on a sheet of paper. Student A in each pair gets up and reads one of the pieces of paper, goes back to their partner and says the word. B writes it down in Roman script. Student A mustn't try to spell the word for B, and mustn't look at what B has written. Then Student B goes to a different sound and returns to dictate it to A. At the end, elicit all the answers onto the board, asking students to spell out their answers. Pairs then look at any errors they made and decide where the problem lay. Was it the 'dictator' or the 'dictatee' who made the mistake?

try it out sound mazes

You will find more examples of sound mazes like the one below in *English Pronunciation in Use* by Mark Hancock (see **follow up**). You could also produce mazes like this one to focus on a particular problem your learners have with sounds, or even grammar (e.g. pass only on squares with irregular verbs) or vocabulary (e.g. pass only on squares relating to a particular topic). This can work well for output practice if students do it with a partner, so that they are saying the words together as they move from square to square.

Find a way from Start to Finish. You may pass a square only if the word in it has the sound /i:/.



START

leave	earth	health	reach	teach	meat
dream	dead	cream	jeans	steak	cheat
east	bread	tea	death	heat	peak
beach	break	peace	search	leaf	meant
seat	please	team	early	beat	bean
head	bear	wear	dreamt	sweat	clean

FINISH

stress

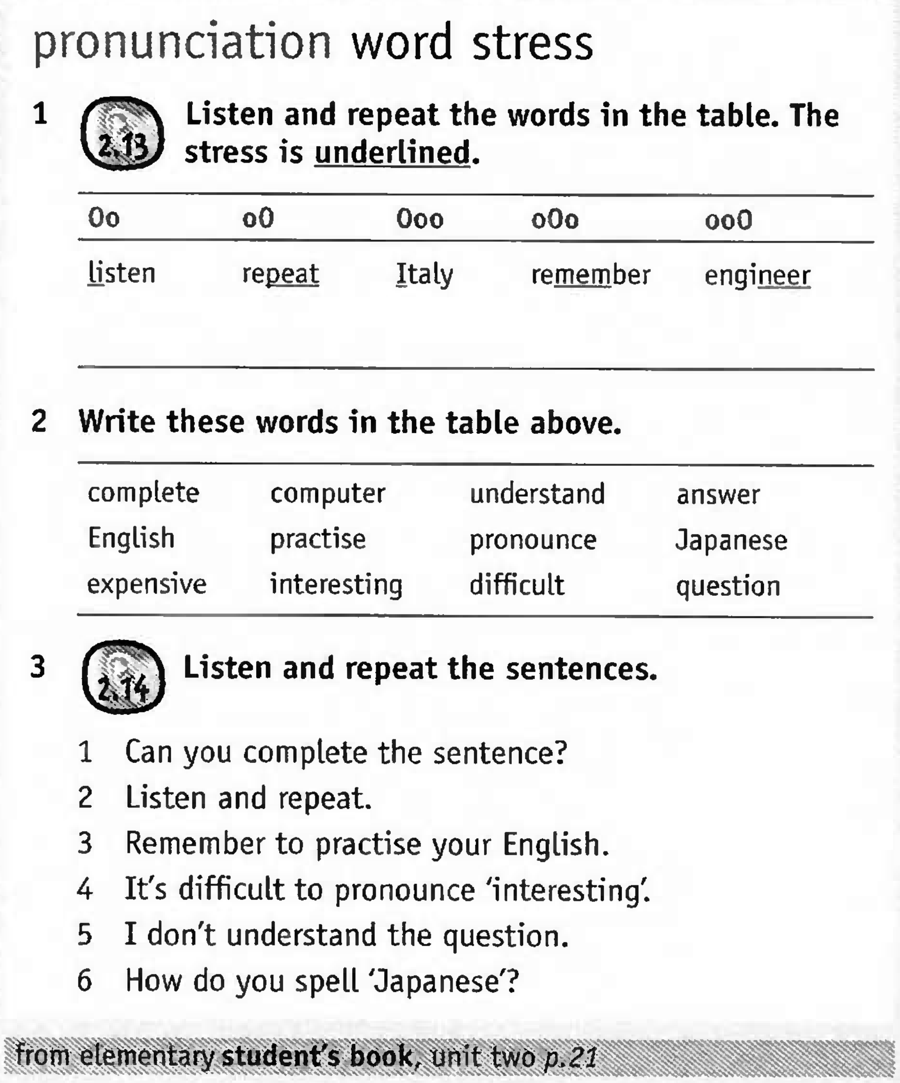
We have talked about having discrete slots on word stress as well as integrating word stress as a regular part of vocabulary teaching. The following activities contain ideas for both approaches.

word stress revision

As a quick check when students are working on something else (e.g. reading a text), rub out the stress boxes / circles from vocabulary on the board, then get students to come up to the board and put them in again.

categorizing stress patterns

For a more extended focus on word stress, select a number of different word stress patterns; the number will depend on how difficult you wish to make the activity or how long you want the activity to take. Then ask learners to put a selection of words into the correct column according to the main stress. As you can see in this exercise, learners have already listened to examples of the different patterns.



pronunciation word stress

1 2.13 **Listen and repeat the words in the table. The stress is underlined.**

Oo	oO	Ooo	oOo	ooO
listen	repeat	Italy	remember	engineer

2 **Write these words in the table above.**

complete
English
expensive
computer
practise
interesting
understand
pronounce
difficult
answer
Japanese
question

3 2.14 **Listen and repeat the sentences.**

1 Can you complete the sentence?
2 Listen and repeat.
3 Remember to practise your English.
4 It's difficult to pronounce 'interesting'.
5 I don't understand the question.
6 How do you spell 'Japanese'?

from elementary **student's book**, unit two *p.21*

It is valid to take words out of context in order to highlight a specific feature (in this case word stress), but a more challenging and meaningful activity for the learners is being able to reproduce these same words when they are embedded in a typical context, as in exercise 3 here.

A variation on this exercise is for the learners themselves to find words that will fit particular stress patterns. With some stress patterns, e.g. ooO or ooooOo, this can be very challenging, so the exercise type is suitable for any level.

correct my mistakes

You can do short word stress activities with the whole group. For example, read out sentences in which at least one word is incorrectly stressed; the students have to correct you. Alternatively, make it into a game. Divide the class into small teams, then dictate ten or twelve words with stress patterns that students often find difficult. They have to write down the words, then in their team decide where the main stress falls on each one. With a pre-intermediate class, suitable words might be:

interesting
computer
photographer
comfortable
vegetable
salary
Japan
opposite
advertisement
necessary
variety
receptionist

word building

Word building tables are a useful way to increase learners' vocabulary, and to revise items by focussing on stress differences, e.g. *telephone / telephonist*. Students can work in pairs to complete the table and mark the stress on all the words. Go over the words at the end and provide controlled practice. (Students can test each other.)

subject	**job**
politics	*politician*
economics	
maths	
history	
science	
architecture	
music	

snap

The common card game 'snap' can be adapted for a number of linguistic purposes in the classroom, and word stress is one of them. This game is obviously very suitable for younger learners, but adults can also enjoy the game, and it may be a fun way to finish a lesson on a Friday afternoon or at the end of a long evening lesson. See the following **try it out** activity.

try it out word stress snap

Choose about thirty words which pose word stress difficulties, and write them on a sheet of paper. Make photocopies of them, then cut them up to create a number of sets of 'cards'. If you look after your cards (laminate them if possible), you can add more each time you play the game and end up with a very large number.

Divide the class into groups of three or four. Provide each group with a set of cards and get one group member to deal out the cards (face down) to the other members of the group.

One student puts down a card face up, and the other students in the group compete against each other to cover the word with another word with the same stress pattern, and shout 'snap' when they do it. So, if one student puts down *remember* (oOo), another student could cover it correctly with *important* or *expensive*, but not *understand* (ooO). The student who puts down a correct word first keeps the two cards in a separate pile, then starts the next round of the game. The winner is the person with the most cards in their separate pile.

intonation

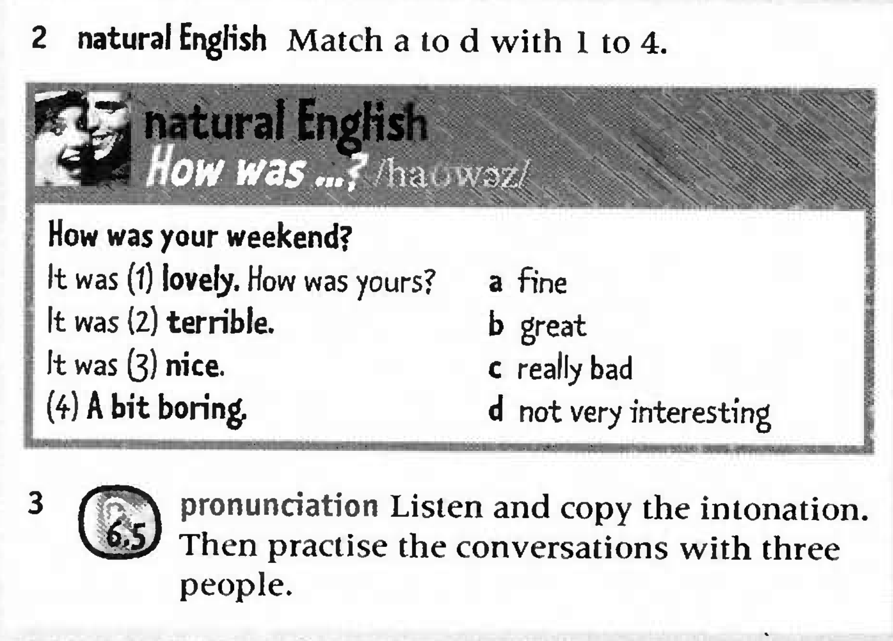
Many learners will freely admit that they find learning prepositions difficult; for teachers, it's often the same with teaching intonation. It is, to say the least, a complex area, and we have often found ourselves in staffrooms where a group of teachers is unable to agree on whether a tone is rising or falling. And if teachers cannot agree on what they have heard, what chance do learners have?

Rather than try to analyze different tones, it may be easier to look at the impact of the intonation pattern on meaning and mood in interpersonal exchanges. Is this person asking a question or just seeking confirmation? Does that person sound excited? suspicious? interested? bored? We can illustrate such differences in very short dialogues. For example, record the following dialogue in three ways according to the recording instruction:

A *Would you like to go out now?*
B *OK* (fairly disinterested) OR
B *OK* (slightly unsure, i.e. *What did you have in mind?*) OR
B *OK* (really enthusiastic)

The single word response 'OK' will have a different tone in each case, but it is the mood which learners are most likely to pick up. Play the recording and ask them if 'B' sounds *happy / bored / unsure*, etc. After they have identified the correct mood, play the recording again. This time, can learners capture and copy the mood? Then put them in threes. Two students practise the dialogue (B can respond in any way they wish), and the third person in the group has to identify the mood each time. While the groups are working, move round and monitor. If you need to correct, you can do so not by asking for a greater falling or rising tone, but by asking for more enthusiasm, uncertainty, etc.

This approach of asking learners to respond to a mood and copy it is a procedure we have used quite a lot. Here are two examples:



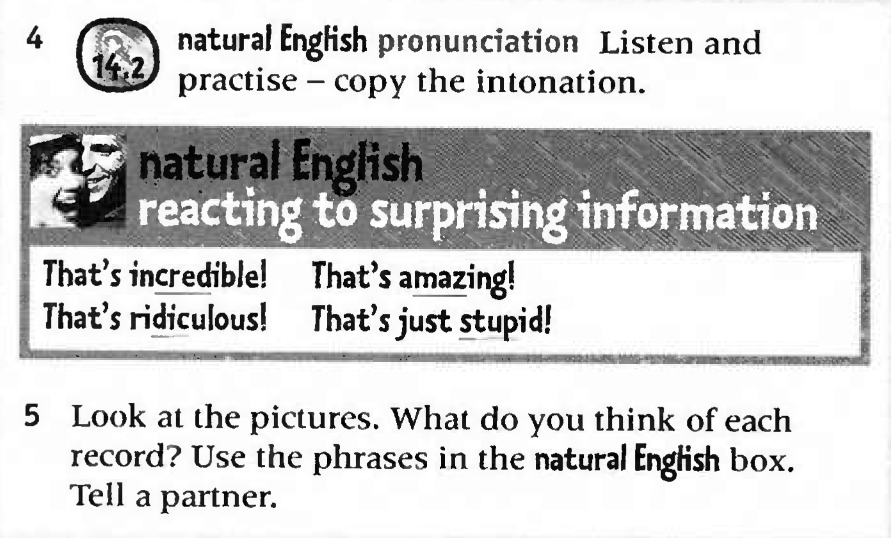
2 **natural English** Match a to d with 1 to 4.

natural English
How was ...? /haʊwəz/

How was your weekend?
It was (1) **lovely.** How was yours? **a** fine
It was (2) **terrible.** **b** great
It was (3) **nice.** **c** really bad
(4) **A bit boring.** **d** not very interesting

3 6.5 **pronunciation** Listen and copy the intonation. Then practise the conversations with three people.

from elementary **student's book**, unit six, *p.51*



4 14.2 **natural English pronunciation** Listen and practise – copy the intonation.

natural English
reacting to surprising information

That's incredible! **That's amazing!**
That's ridiculous! **That's just stupid!**

5 Look at the pictures. What do you think of each record? Use the phrases in the **natural English** box. Tell a partner.

from elementary **student's book**, unit fourteen, *p.113*

When learners practise dialogues and responses like these, it sometimes helps to ask them to exaggerate their answers. You may think this will make them sound unnatural, but there is wider voice range in English than some other languages, and these learners need to be encouraged to stretch their voice range in order to sound more interested and involved in what they are saying.

Want to know more? Go to
www.oup.com/elt/teachersclub/articles/pronunciation_games

conclusion

In this chapter we have looked at:

- some of the issues surrounding 'intelligibility' as a suitable pronunciation goal
- different approaches to pronunciation: as discrete slots; integrated with other language and skills; on-the-spot pronunciation teaching as it arises
- the advantages and disadvantages of teaching phonemic symbols
- guidelines to assist with teaching phonemic symbols
- ideas and activities for the teaching of sounds, stress, and intonation

The maxim 'little and often' probably applies to pronunciation teaching better than anything else. Almost everyone acknowledges its importance but it is easily sidelined when it has to compete with other language input and skills development.

follow up

background reading

Harmer J (2001) *The Practice of English Language Teaching* Longman (chapters 2 and 13)
Kenworthy J (1987) *Teaching English Pronunciation* Longman
Kelly G (2000) *How to Teach Pronunciation* Longman
Jenkins J (2001) *The Phonology of English as an International Language* Oxford University Press
Underhill A (1994) *Sounds Foundation* Macmillan ELT

classroom activities

Hancock M (2003) *English Pronunciation in Use* Cambridge University Press
Hancock M (1995) *Pronunciation Games* Cambridge University Press
Haycraft B (1994-5) *English Aloud 1 and 2* Heinemann
O'Donnell J and Fletcher C (1989) *Sounds English* Longman

answer key

think![2] *p.175*

1 There are many exceptions to the first pattern, e.g. *a report, upset*, but a very high proportion of content words in English are either monosyllabic or stressed on the first syllable (approximately 85%).
2 *pedestrian crossing, mother tongue*
3 We may stress a prefix for emphasis:
A *Were you happy about that?*
B *No, we were very unhappy.*
Suffixes are sometimes stressed if they have been borrowed from other languages, e.g. *engineer / domineer; maisonette / kitchenette.*

think![4] *p.176*

Here are some common problems; they may be different for the nationality / ies you work with:
/ɪː/ /eɪ/ /ʌ/ /eɪ/ /v/ /ɪdʒ/ /tʃ/ /eɪ/ /tri/
piece; steak; Russia; radio; village; statue; place; factory;
/ʌ/ /dʒ/ /eɪ/ /ən/
cousin; joke; April; foreign

language reference key

unit one

1.1 1 're
2 isn't
3 'm not
4 aren't
5 's
6 're
7 isn't
8 aren't
9 'm
10 're

1.2 1 isn't
2 're not
3 's not
4 're not
5 isn't

1.3 1 a
2 an
3 a
4 an
5 a

1.4 1 Is she a business student? No, she isn't.
2 Are they from England? Yes, they are.
3 Is he married? No, he isn't.
4 Are you in this class? Yes, I am.
5 Is she a doctor? Yes, she is.

unit two

2.1 1 's / has
2 've / have
3 Has
4 Have; have
5 's / has

2.2 1 's got
2 hasn't got
3 hasn't got
4 's got
5 hasn't got
6 's got
7 've got
8 haven't got
9 've got
10 hasn't got

2.3 1 lessons
2 countries
3 passports
4 classes
5 businessmen
6 nationalities
7 magazines
8 people
9 families
10 boxes

2.4 1 That
2 This
3 These
4 Those
5 That

2.5 1 is
2 possessive
3 is
4 possessive
5 has

2.6 1 What is that actor**'s** name?
2 Have you got Anna**'s** rubber?
3 I think the green car is David**'s**.
4 When is your mother**'s** birthday?
5 B No, it's Mrs Taylor**'s**.

unit three

3.1 1 come
2 speak
3 live / work
4 work
5 take

3.2 1 Do you come from Spain?
2 Do you speak Spanish and English?
3 Do you live in Madrid?
4 Do you work in an office?
5 Do you take the train to work?

3.3 1 I don't come from Spain.
2 I don't speak Spanish and English.
3 I don't live / work in Madrid.
4 I don't work in an office.
5 I don't take the train to work.

3.4 1 – c
2 – a
3 – d
4 – e
5 – b

3.5 1 When do you leave the flat?
2 How far is it?
3 Why do you play football?
4 Where do you live?
5 How do they get there?

3.6 1 watching
2 listening
3 studying
4 going
5 living

3.7 1 She never watches videos.
2 She does a lot of work in the mornings.
3 She studies German.
4 She goes there a lot.
5 She walks to work.

3.8 1 She doesn't live in Germany.
2 He doesn't eat fish.
3 She doesn't play tennis.
4 He doesn't speak German.
5 She doesn't drink wine.

unit four

4.1 1 She is always tired.
2 I usually leave home at eight.
3 She hardly ever listens to music.
4 They don't usually work on Saturday.
5 I never get home before six.

4.2 1 our
2 my; your
3 her
4 his
5 its
6 my
7 their
8 her
9 his
10 their

unit five

5.1

[C] Singular	**[C] Plural**	**[U] Uncountable**
apple	sausages	milk
egg	cornflakes	cheese
sandwich	rolls	ham
		butter
		toast
		jam

5.2 1 a
2 some
3 a
4 some
5 an; an

5.3 1 Have you got **any** bread?
2 We haven't got **any** pasta.
3 I usually have **some** toast for breakfast.
4 Has he got **any** brothers or sisters?
5 Do you want **any** apples?
6 I want **some** jam.
7 Would you like **a** ham sandwich?
8 I don't eat **any** butter.
9 Do you read **any** newspapers at the weekend?
10 I never buy **any** coffee.

5.4 1 What **can** you eat or drink here?
2 **Can** you help me, please?
3 They **can't** understand you.
4 A **Can** she give you $100?
B No, she **can't**.
5 He **can't** work on Saturday, because he always plays football, but he **can** work on Sunday.

unit six

6.1 1 were
2 was
3 were
4 were
5 was
6 Were
7 was; were
8 was
9 was
10 Were

6.2 1 Lucy wasn't very happy at school.
2 We weren't late for class this morning.
3 The food was nice but the waiters weren't friendly.
4 The film wasn't very interesting.
5 Why weren't you in class yesterday?

6.3 1 worked
2 played
3 lived
4 studied
5 liked

6.4 1 I **met** her brother last year.
2 He **had** eggs for breakfast this morning.
3 I **thought** João was at home, but he wasn't.
4 She **got** up at 9.00 this morning, so she was late for work.
5 I **saw** him at the party last week.

unit seven

7.1 1 They didn't take the bus home.
2 She didn't get married last year.
3 He didn't leave home when he was eighteen.
4 I didn't grow up in Switzerland.
5 I didn't study German at school.

7.2 1 did you go
2 did you meet
3 Did you watch
4 did you work
5 did you wash

7.3 Dictionaries are very useful.
Eggs are nice for breakfast.
Museums aren't open in the evening.
People go shopping at the weekend.
Children start school at five.

7.4 1 me
2 him
3 us
4 her
5 them

unit eight

8.1 1 How many?
2 How much?
3 How much?
4 How many?
5 How much?
6 How much?
7 How many?
8 How much?
9 How many?
10 How much?

8.2 1 There's a
2 Is there any
3 There's an
4 Are there any
5 There are some
6 Is there a
7 Is there a
8 There isn't any

unit nine

9.1 1 – a
2 – b
3 – b
4 – a
5 – b

9.2 1 have to
2 don't have to
3 has to
4 doesn't have to
5 don't have to

9.3 1 correct
2 Can I ~~to~~ pay you tomorrow?
3 You **don't** have to buy tea.
4 He **can't** go to the bank now.
5 She **doesn't** have to work today.

10.1 2 He can run very well.
3 He can't sing very well.
4 He can play the guitar very well.
5 He can't play chess very well.
6 He can speak English very well.

unit ten

10.2 1 He didn't do anything.
2 We didn't buy anything.
3 I didn't see anything.
4 She didn't drink anything.
5 He didn't tell her anything.

10.3 1 anything; nothing
2 anyone; no one
3 anything; nothing
4 anyone; no one
5 anything; nothing

10.4 1 Yes, everyone knows her.
2 Yes, everyone went out yesterday.
3 Yes, everyone has tickets.
4 Yes, everyone saw the film.
5 Yes, everyone spoke to her.

unit eleven

11.1 1 smaller **than**
2 hotter than
3 friendl**ier** than
4 correct
5 **better** than
6 correct
7 **cheaper** than
8 bigger than
9 **taller** than
10 noisier than

11.2 1 Jim's nicer than David.
2 Tokyo's more expensive than Paris.
3 Water's better for you than coffee.
4 Africa's bigger than South America.
5 In cities, flats are more common than houses.

11.3 1 She bought the most expensive picture in the shop.
2 I live in the cheapest part of the city.
3 It's the most dangerous part of the town.
4 He bought the most comfortable shoes in the shop.
5 Caroline was the most beautiful girl in our school.

11.4 1 the best
2 the most expensive
3 the nearest
4 the worst
5 the most important

11.5 1 go
2 visit
3 go
4 watch
5 take

unit twelve

12.1 1 leaving
2 doing
3 watching
4 making
5 waiting
6 putting
7 starting
8 stopping
9 writing
10 sleeping

12.2 1 Where are you **living** now?
2 **I'm not working** today.
3 They are **sitting** in the kitchen.
4 He **isn't** having lunch.
4 They aren't **studying** at the moment.

12.3 1 What's she wearing today?
2 Are they having lunch now?
3 I'm not working today.
4 We're not / We aren't staying long.
5 What's he doing at the moment?

12.4 1 rains
2 's studying
3 go
4 play
5 's speaking
6 come from
7 are you doing
8 wears
9 's reading
10 speaks

unit thirteen

13.1 1 – c
2 – d
3 – a
4 – e
5 – b

13.2 1 Where **are** you going to live next year?
2 What's he going **to** do after school?
3 She**'s** not / She **isn't** going to buy that car.
4 When's / **is** Julia going to Romania?
5 I'm **not** going to go by car.
6 Are they going **to** stay at home tonight?
7 Are they going **to** work now?
B No, they**'re** not/ they **aren't**.
8 They're going to get married **next** year.
9 She**'s** / **is** going to learn Japanese next year.
10 **Are** James and Fred going to the cinema?

13.3 1 – b
2 – a
3 – b
4 – b
5 – a

13.4 1 'm going to
2 might
3 're going to
4 might
5 might

unit fourteen

14.1 1 eaten
2 lived
3 left
4 gone
5 run
6 done
7 made
8 broken
9 drunk
10 forgotten

14.2 1 Has she been to South America?
2 Has he ever stayed in an expensive hotel?
3 Has she ever broken her leg?
4 Has he read many books in English?
5 Has she ever written a short story?

14.3 1 A Have you ever worked in Japan?
B No, I haven't, but I'd like to.
2 A Has she ever broken her arm?
B Yes, she has, but it was a long time ago.
3 A Has he ever made bread at home?
B No, he hasn't, but there's always a first time.
4 A Have you eaten Thai food?
B Yes, I have. It's fantastic.
5 A Have they driven in America before?
B Yes, I think they have.

14.4 1 She **has met** my uncle before.
2 **Did you go** to the cinema last night?
3 What **did you do** last weekend?
4 I **have never met** anyone famous.
5 They **saw** Jon at the airport yesterday.

natural English

So tell me about **natural English** ...

Ruth Gairns and Stuart Redman have combined their expertise in vocabulary development with their own research into syllabus design to create a course which helps to promote a more natural use of language. Ruth and Stuart piloted communicative activities with elementary students and higher level learners to see what language knowledge and 'coping strategies' the higher level learners had been able to achieve. Structured around extended speaking activities, the resulting course teaches practical language, skills, and strategies.

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how to ... communicate with low-level learners
how to ... select, organize, and present vocabulary at lower levels
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- test booklet
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